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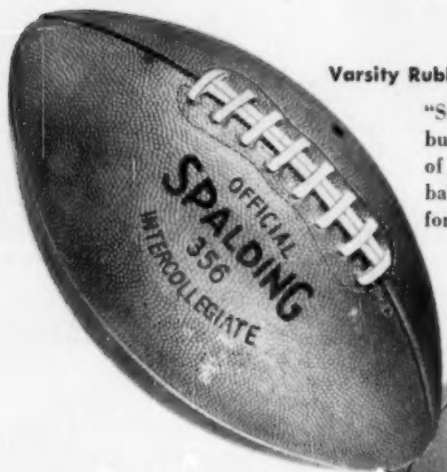
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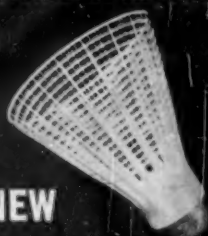
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VOLUME 24 • NUMBER 1 • SEPTEMBER

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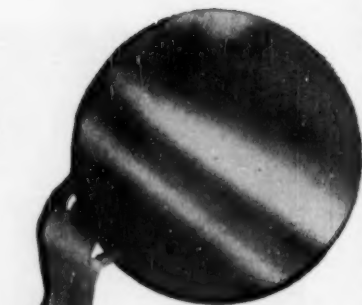
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The White Football

• "The White Football" is the story of a true experience that beautifully captures the spirit and significance of our high school sports. Written by Richard Jaeger, a 17-year-old incapacitated athlete from Horace Greeley H.S., Chappaqua, N.Y., it won a top award in the Essay Division of the 1954 Scholastic Writing Awards sponsored by Scholastic Magazines. Because it's the kind of heart-warming thing that can only happen in America, we believe you coaches will get the same boot out of it that we did.

NO football, no basketball, no baseball. These words dug deep inside my stomach as I sat in a fog at the dinner table.

That afternoon the doctor had given his orders. Polio had weakened my left leg. I was to stay out of all tough activity for a year.

Sports are practically the only thing I go to school for. At least it seemed that way. Varsity football, basketball and baseball—all of them now shot for a whole year. Why did this have to happen to me? Why couldn't it have happened to some guy who didn't go out for sports?

These thoughts churned around in my mind as I sat there pretending to listen to the conversation at the table. I looked at my family. They didn't seem to give a darn whether I could play or not. They just sat there having a great old time. Boy, would I have a great time loafing around after school doing nothing for a year.

The dessert was in front of me, but it didn't look so hot right then so I got up and walked into the other room. My eyes were full of water.

Someone knocked on the front door. Whoever it was sure made a lot of noise. My brother came steaming through the door and said a couple of guys were here to see me. I stood up and went into the living room. As I came through the door I stopped short. The whole room was crammed full of guys. Every guy on the football team was sitting or standing somewhere. Even Coach was there, standing by the window.

I didn't know what was coming off. I just stood looking at the mass of faces. I stood there not knowing what to do or say. I was leaning on my crutches, just stumped.

It was the night before the first game; what were the boys doing here?

Then all of a sudden the confusion was over; Coach was beginning to talk. "Dick, the boys came up to me before practice the other day and said they wanted to make you the Honorary Captain of the football team. I don't think it could happen to a more deserving boy. You've had a tough break, but I guess that's the way the ball bounces. We're sure going to miss you out there, though not half as much as you'll miss being with us."

He went on talking but I couldn't make out the words very well. My head was down, and I leaned over on my crutches staring at the floor. Through the blur in my eyes I could see a few drops on the floor. I reached out and smeared them with my foot. Then I started to fuss around with the corner of the rug, lifting up the corner and letting it plop back again.

A clogged feeling was in my throat and I tried to smile at the guys. I couldn't, the drops kept coming and the wetness on the floor got bigger. I felt like going out of the room, but my legs wouldn't move.

I looked up and tried to hear what Coach was saying, but I couldn't pull the words together. His face was friendly and his jaw looked the way it did before a game

when he was giving last-minute orders. Then his face became a blur and I had to wipe my eyes with my finger. I felt hot all over, a nice prickly hot.

How could this happen to me, I wondered. I felt like the luckiest guy in the world.

I looked at the guys. They were all grinning at me. Mom and Dad were standing in the back of the room. They looked happy and were smiling. I tried to smile back and for the first time my face gave a little. I thought of what the doctor had said. It didn't seem to matter now.

I looked at Coach again. He had stopped talking. I had heard every word he said, but I couldn't put it together in my head. He came toward me, in his big hands a package. He gave it to me and said that the guys wanted me to have it as a symbol of their friendship.

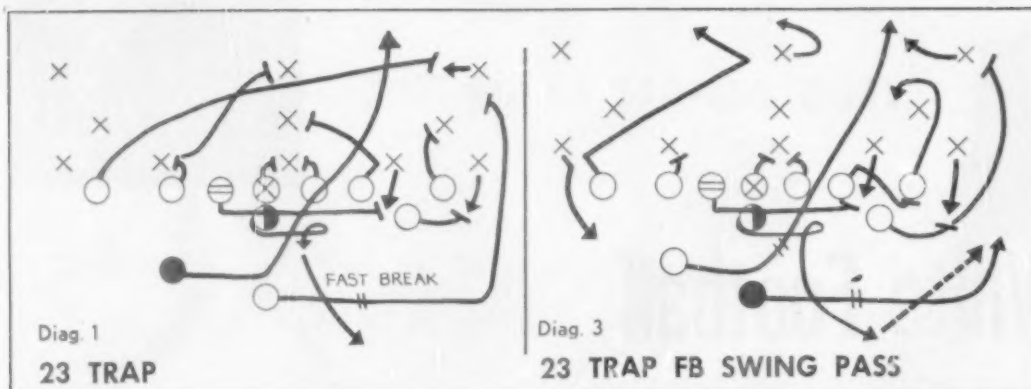
I held the package. It was heavy. I opened it. Inside was the greatest-looking white football I have ever seen. The names of all the guys were written all over it.

I didn't know what to say. I rolled the ball around in my hands looking at the names. I tried to say something but nothing came out. How lucky can a guy get? Honorary Captain of the football team and I hadn't done a thing.

Finally in a clogged voice I said thanks, but that was all that came out. I shook Coach's hand. His strong grip felt good and tight. I was the happiest guy in the world.

I'll never forget that night; the whole thing comes into my head as real as life every time I look at that neat white football.

(Anything that can mean so much to a boy and foster such a fine comradeship among youngsters MUST be worthwhile. It would appear that sports are not only the "cement" of democracy but a warm life-blood as well.)



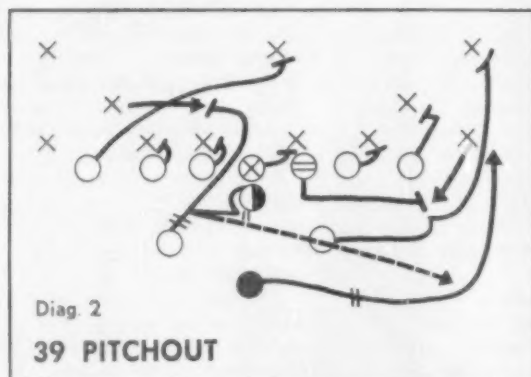
HB is placed in seam to offset lack of starting speed. He and end change assignments when necessary. QB works no deeper than yard behind line.

Works along line and uses complete spin, handing off on inside. He whirls hard and fakes pitchout to FB. Same ball-handling is used on swing pass.

Trap Passes and Patterns

By JOHNNIE GOLDEN

Hanford (Cal.) Union High School



As FB breaks, QB pivots on right foot, fakes toss to FB, pivots back and fakes to LH, then shovels underhand lateral to FB. After first fake, FB drops outstretched arms, slows to walk, then really turns corner for pitchout. RE and RT switch assignments when necessary. If def. LE comes in deep, RH takes him while RG goes for def. HB.

BACK in the September 1953 issue of *Scholastic Coach*, I presented an article, "Sequence Your Plays," which started a flow of interesting mail in my direction. These letters sought information on a wide variety of offensive problems. But the most popular request was for additional data on the "sequence" article, particularly in regard to trap plays and passes working off these patterns.

A general breakdown of the mail placed the bulk of the questioning in this order:

1. Do you mix your T with variations of other systems? If not, do you consider this unwise?

2. Have you noticed any new trends in T offenses?

3. Would you diagram several trap plays and passes which have been successful in your system?

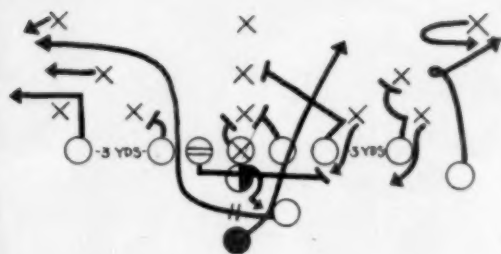
I'd now like to answer these queries in chronological order. I feel that beginning coaches who decide on T formation football should select one style of T and fully explore it during their first and second years.

Coaches who dabble with an admixture of straight T, split T, winged T, and the latest offspring, sliding T, are asking for trouble. Experience has shown that it takes four or five seasons to fully exploit the possibilities of these systems.

Week to week experimentation with different offshoots of the T creates two dangerous possibilities: first, that the coach himself will lose confidence in one or all of the variations being tested; and, two, that the players will lose faith in both the coach and his amorphous system.

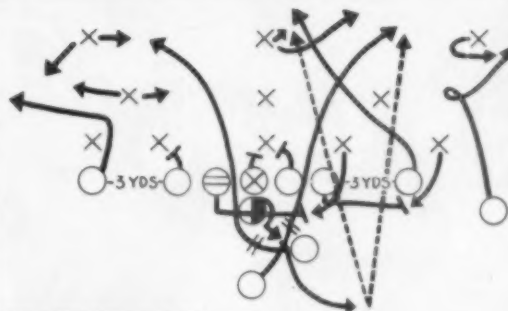
Therefore, I repeat: adopt one style of play and work hard with

(Continued on page 84)



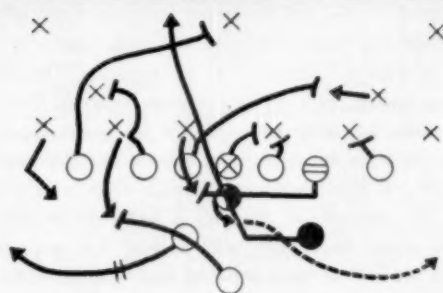
33 TRAP

Safety zone is flooded on pass and QB has good knowledge of receiver, based on route taken by safety. Trap play is very effective against a



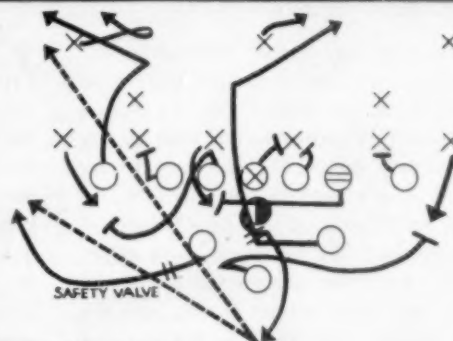
33 TRAP PASS

5-3 when corner linebackers are following ends into flat. In these contingencies, the right end can take opposite action of the left end.



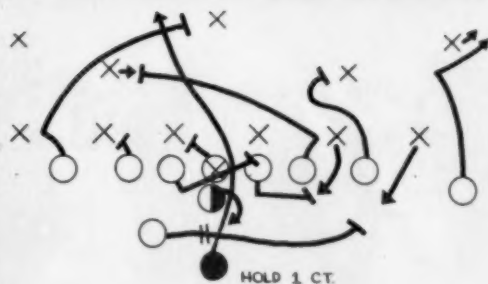
40 TRAP

Working off a HB trap, this pass has proved most successful of all. On trap, QB steps out along line, fakes pitchout to LH, then hands off (inside) to RH. Same faking is executed



40 TRAP PASS

on pass. Pass depends on LE decoying defensive RH over, then cutting behind him. Decoys must move in way that forces opponents taking them to turn backs to scrimmage line.



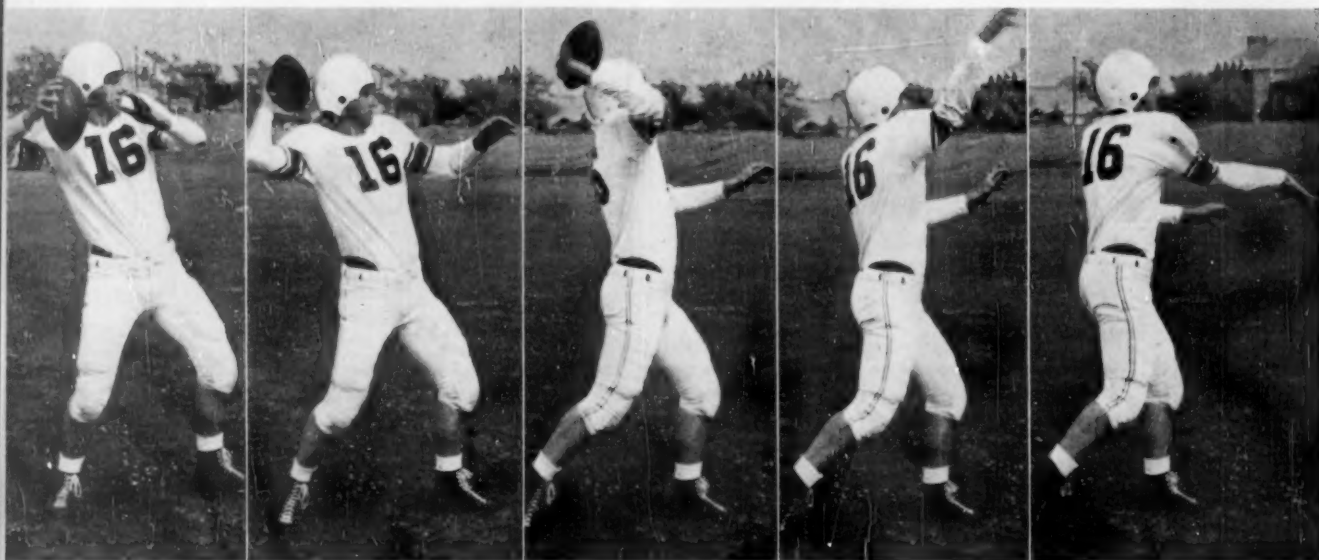
31 TRAP

Second best trap play. Again notice how interior line blocking and course of the backs remain pretty much the same in this pattern.



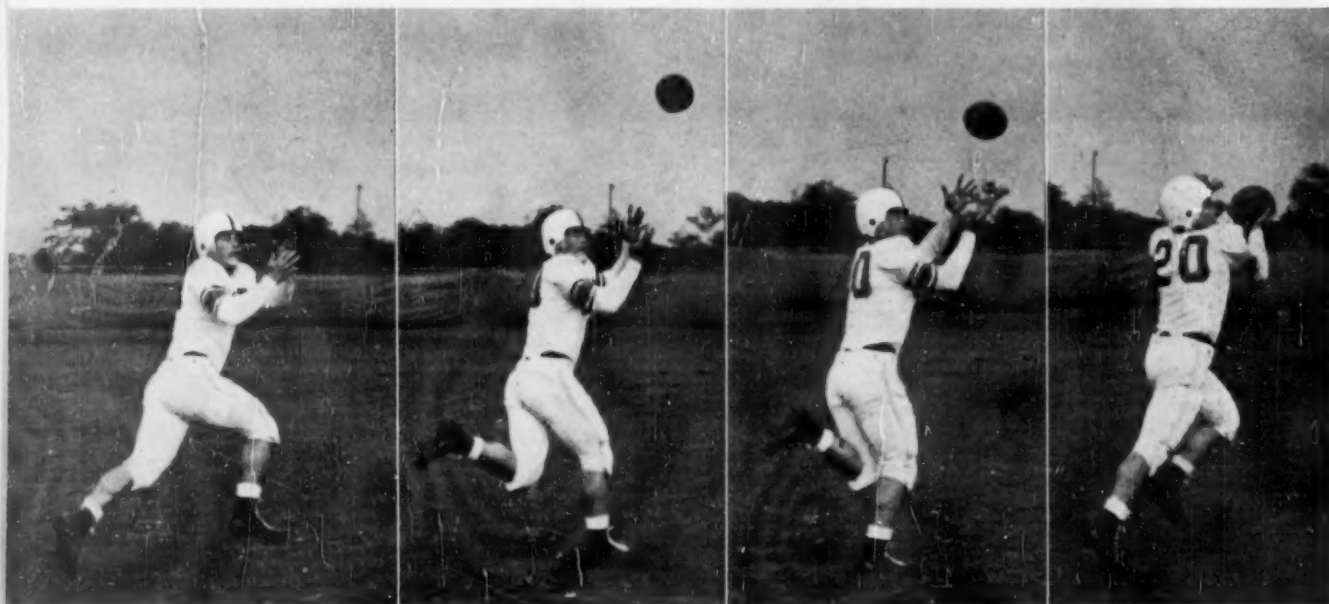
31 TRAP PASS

Direction of safety man again cues QB as to which deep man to throw to. If all are covered, LH becomes safety valve for swing pass.



▲ **PASSING.** Eddie Crowder, former Oklahoma All-American quarterback, offers a fine demonstration of good passing form. Gripping the ball lightly with the fingers spread toward the rear half, he carries the ball back quickly with both hands to a point behind the right ear, at the same time shifting his weight back to the rear foot. He keeps the nose of the ball slightly up and steps forward in the direction of the receiver. The left hand is moved to the side for balance and protection, and the ball is whipped with a free, overhand motion, the weight flowing from the rear to the front foot. The idea is to deliver the ball at about head level and make the receiver reach for it. Unless, of course, the receiver is facing you, in which case the ball should be aimed at his chest. The arm follows through naturally toward the target.

▼ **RECEIVING.** The Sooner wing on the other end of the Crowder aerial does a "picture" job of reception. Though running at top speed, he's perfectly under control. Once the ball nears him, he watches it right into his hands. Since the ball is coming from the right, he raises his hands so that the thumbs are out. The fingers are spread nicely and are kept relaxed. The delivery of the ball is well-nigh perfect. It is delivered about head high with a lead that permits the receiver to reach it without straining or breaking stride. Concentrating on the ball is vital prerequisite of good receiving. Many receivers worry too much about the proximity of the defensive man and have a tendency to take their eyes off the oncoming pass. This often is fatal: "You can't catch what you can't see." Concentrate on that pass from the moment you first see it until it hits your hands.



By **CHUCK KLEIN**
Line Coach, Toronto Argonauts

A COMPLETE PASSING ATTACK

SINCE moving north of the border, I've been contacted by several state-side coaches asking for information on our passing game. Basically, the Canadian game is the same as that of the states, particularly insofar as the passing phase is concerned. But, since we have only three downs to make 10 yards, our overhead attack constitutes about 66% of our offense.

We realize, however, that to be a definite threat overhead, we must possess a driving running attack. If we cannot keep the defense alert for our runs, they'll sit back and spoil our passes. Hence, though our overhead attack dominates three to two in every game, we're forced to spend an equal amount of time on both phases.

Since our passing game operates most effectively from motion or flank and wide split ends, this must be incorporated into our running game. Once our ground offense has been charted, we begin developing two of the three phases of our passing game.

These two phases are: (a) the Straight Back series, in which the quarterback drops straight back into his pocket, (b) the Angle Back, (or Semi-Roll out) in which the quarterback swings out by a reverse pivot to a spot over the right or left tackle, as designated by a signal.

We do not claim that our signal system or the way of calling our passing game is original with us. This area of our offense represents a combination of many theories. In 1952, your writer conducted a nationwide survey while coaching at Cocoa, Fla.

The questionnaire, sent to over 350 schools and colleges, dealt with the techniques of offense and de-

fense. From over 250 returns, an intense study was made. Our staff screened what we thought were the finer points of each, and after six months of trial and error we installed this passing attack into our offense.

Before launching the discussion of rules, patterns, and numbering systems, we feel a definition of terminology is vitally in order:

Regular—Motion or Flank. A back will motion or flank to the side of the remaining backs.

Opposite—Motion or Flank. A back will motion or flank to the side away from the remaining backs.

Set Pattern. A studied path taken by backs and ends.

Fire Out. To go at immediately.

Snap Signal. Number in which the ball is snapped back to the quarterback.

Set Position. Regular position of back in T formation.

Short. A distance of not more than five yards downfield.

Long. A distance of not less than 10 or more than 12 yards.

Stick. First down marker.

Angle In or Out. A maneuver run by one man at a 45° angle, either inside or outside.

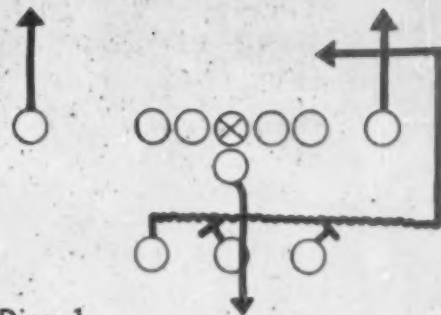
In. Toward the middle—with a fake.
Out. Toward the sidelines—with a fake.

Hook—Hook & Go. A maneuver run by one man in which he stops completely and turns back. Go designates to hook and then continue downfield.

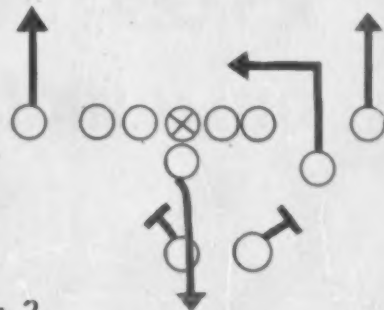
Letters "X", "Y", "T", "L". Maneuvers run by two men to simulate the letter called.

For the purpose of simplicity, we number all straight back and angle back passes in a three number digit. All running plays start in two digits: therefore, there should be no doubt in the boys' mind as to whether it is a pass or a run.

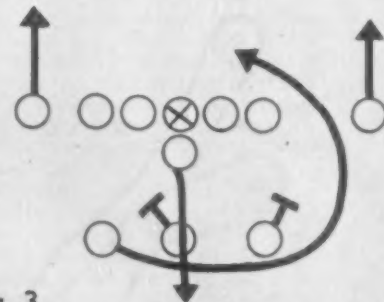
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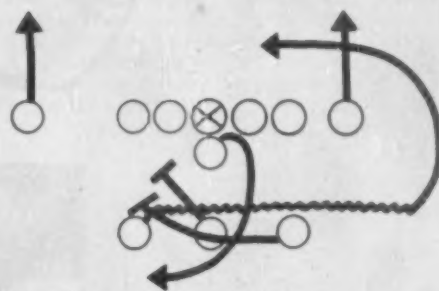
Diag. 1



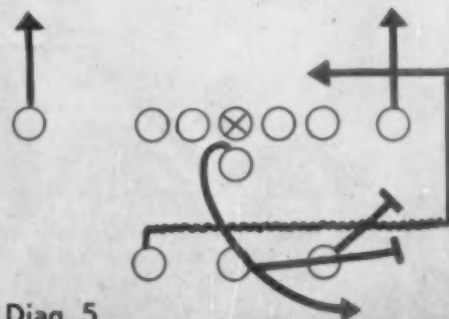
Diag. 2



Diag. 3



Diag. 4



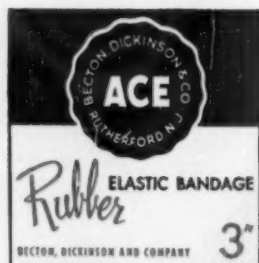
Diag. 5

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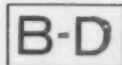


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By OTTO GRAHAM

Excerpted from the superb technical text, "Otto Graham—T Quarterback," published by Prentice-Hall, Inc.



QUARTERBACK BALL-HANDLING

ONCE the quarterback gets the ball from the center, it becomes his responsibility to put the ball into play. The quarterback should start out by holding the ball with two hands and end up by delivering it to the receiver with one hand.

The giving hand should be placed slightly under the ball and to the rear. This gives the quarterback control of the ball and still allows him to withdraw his hand after the release without knocking the ball out of the other man's grasp.

The ball should be held low and motionless so the receiver can handle it more easily. If the quarterback puts any spin on the ball as he hands it off, that also increases the risk of a fumble.

Another advantage of holding the ball to the rear is that it gives the quarterback just that much more reach with it. Reach is especially important to me because I slap that ball in my receivers' stomachs. I don't want them to have any doubt that they have the ball. The exchange is always crisp and positive.

Watching the Spot. As soon as possible, pick out the spot on the receiver where you plan to place the ball. This is especially important because it helps you to make adjustments on the hand-off. By drawing a bead on that spot, you will be able to slap the ball in there, regardless of whether the back comes as close to you as the play calls for, or if he slips a little farther away from you. Your job is to get the ball to him, and picking out that spot makes your assignment just

that much easier. So, watch that spot!

A quarterback is never able to put the ball in the same spot twice, because all of his receivers run differently. However, even though some of them may be tall and skinny and others short and dumpy, if you pick out the spot you are going to slap the ball into, you will seldom have fumbles.

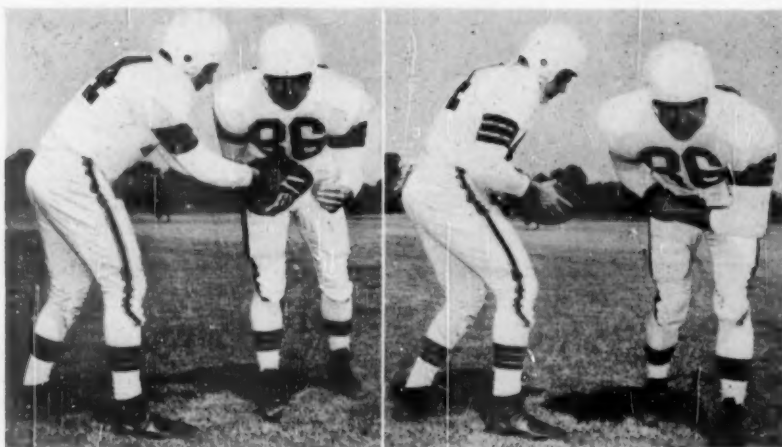
Footwork. If you're concentrating on the spot, you'll automatically lengthen or shorten your step to compensate for the distance needed. However, if you're not watching your spot, then the feet have no chance to function until it's too late, and you may end up with the ball all to yourself.

Whenever possible, give the ball with the same hand and foot. That means with the right hand and right foot, or the left hand and left foot, depending on the direction you must go to make the hand-off. This helps your balance and also aids in keeping the



RECEIVING: Position of back's hands prior to hand-off (left); as ball is placed in stomach, back's lower

hand starts up under ball and upper hand closes over top (center); receiver in full possession (right).



TWO-HANDED BASKETBALL FAKE: Qb takes step and extends arms in pushing motion. He then withdraws ball to hide it and goes into next maneuver.

body between the ball and the play to add as much deception as possible to the hand-off.

The smoothest hand-off occurs when the "giving" foot is planted on the ground just before the quarterback begins his hand-off. This way he's able to deliver the ball smoothly and sharply and there's no fighting the ball.

Placing the Ball. The quarterback should place the ball into the receiver's middle firmly but not too hard. Put the ball in there like you mean business, but never slam it in there so hard he can't handle it.

The best means of avoiding any shock is to "ride" with the blow. After you've placed the ball with the receiver, let your hand give about six inches. That way the shock is cushioned and you have further minimized the danger of causing a fumble while withdrawing your hand.

Faking. Paul Brown and Blanton Collier teach the Browns to hand off, and then pull the hands into the body and drop down low to cover up whether or not we've given the ball or kept it. After giving the ball, we always follow through with a fake to try and deceive the defense as long as possible.

The Browns have a rule that the quarterback must go back and set up as if to pass after each hand-off. He's supposed to fake keeping the ball, then retreat seven or eight yards, just as if he were going back to throw. Of course, this often will help throw off the defense, but over and above that, it also takes the passer back out of the confusion and danger of the play.

Lateral Passes. The hand-off and the lateral start out the same way and the fake is similar, too. However, the actual delivery of the ball is completely different.

The Cleveland Browns employ two different types of lateral passes: (1) the two-hand basketball pass, (2) the one-hand spiral pass. Let's take them one at a time.

Two-Hand Basketball Pass. We depend mostly on a two-handed basket-

ball pass for our laterals. The pass is always an underhand motion.

The important points in getting your lateral started right include turning very quickly, pushing off, spinning around, and getting your foot pointed in the direction you're going to throw the ball. That knack of turning your head and shoulders quickly to see your man comes in mighty handy again in making the adjustment to throw to him. We use the two-handed fake on the three-eighths and one-half spins. It's the quarterback's job to learn to lateral right out of the spin in one motion. This requires rhythm and smooth timing.

Start your lateral pass from the hip and aim crotch high at the receiver to whom you're throwing. The pass should be crisp but not hard and should travel parallel to the ground instead of being arched or allowed to droop enroute. As in all passes, the quarterback should follow through on his delivery with his arms and body to aid his accuracy and better gauge the speed of the ball. A quick, jerky delivery often will miss its mark and

also makes the ball more difficult to handle.

One-Hand Spiral Pass. If your quarterback should insist on making his laterals with one hand, then of course, they should be spiral passes. A quarterback never should use the spiral pass unless he has unusually large hands to aid him in controlling the ball.

The one-handed pass can be used with one-half straight-away or with three-eighths reverse spins. In these instances, the quarterback doesn't actually step as he does when making a two-handed pass. He uses what we call a boxer's slide, in which he glides his foot forward, rather than making a distinctive step.

Start the pass about even with the hip. Since the quarterback is crouched at this point, making his spin, his hip is about as high as his knee would be if he were standing upright. Here again the quarterback should aim at the crotch of the receiver, and follow through with his arms and body. In order to maintain his balance, the quarterback should drop his rear knee low to the ground after releasing the pass.

Let's sum up both types of laterals briefly before proceeding. Don't forget, with two-handed passes, it is all one motion with a flip-out at the end. Those two hands are going to give you better direction and control than can one hand. If you're going to insist on the one-handed spiral, be especially cautious with every pitch—it's mighty easy to make a mistake with this one. As in most fundamental phases of the game, there's no substitute for practice. Spend as much time on your laterals as possible.

The Receiving Back. Even when the quarterback has 100% responsibility for getting the ball to the receiver, there remains a relationship between the two players very similar to the quarterback's and the center's on the snap back. The quarterback must know how the receiver is going to take the ball, and that's one of the reasons there's a set way for the



WRONG-HAND FAKE, favorite fake of the Cleveland Browns quarterback.



ONE-HAND FAKE, least preferable of fakes because of danger of fumbles.

Browns backs to take the hand-off.

There are many theories about the proper way to take a hand-off, ranging all the way down from those extreme systems in which the receiver runs along with his outside arm extended across his chest, all ready to come crashing down on the ball. Personally, I'd be afraid he would come crashing down on my hand, as well as knocking the ball right on out of his hand or mine.

Every Brown back is drilled on taking the ball with his inside arm only, until he gets so he can take the ball in an almost automatic gesture. By the time he adds the help of his outside hand, he has the maneuver well under control.

Footwork. The receiving back should take the ball as the inside foot is planted and the outside foot is moving. The inside hip and thigh will not be moving forward. If the reverse were true, the ball could easily be knocked out of the quarterback's hands by the receiving back. It's important, therefore, to figure out with which foot a receiving back should start.

The Outside Hand. Instead of carrying your outside arm across the chest, as I mentioned some teams do, we're coached to keep the outside arm extended, with the elbow in close to the outside hip.

The Inside Hand. Meanwhile, the inside hand should be kept more or less out of the way along the thigh of the inside leg. The inside elbow should be kept close to the body, too, and the palm of the hand should be forward to be ready to take over when the ball is received. The fingers should be relaxed rather than tense.

Two Hands as a Unit. When the quarterback slaps the ball into the receiver's middle, the latter should move the outside hand over the ball immediately. The inside hand then should slide up in a cradle effect to help cover the ball.

Position of the Ball. The minute the ball-carrier receives the ball and the two hands cover it, he should place it immediately for carrying, instead of charging forward with it still stuck in his middle. If the carrier runs with the ball any distance before tucking it under his arm, he's only asking for fumble troubles. Also, once he has placed it under his arm, we never recommend his shifting it. Players who insist on shifting the ball usually are habitual fumble.

Faking. The first thing to be discussed in the art of faking is the necessity of following it through until the very last split-second. A quarterback who makes a half-hearted attempt to fake, or just holds his fake a moment, might just as well have saved his effort. He will fool no one.

Brown quarterbacks are taught a definite pattern of faking to apply to every play. It follows one of three routes:

(1) First, when the quarterback hands off, he should fake a setup for a pass.

(2) Next, when the quarterback



TWO-HAND LATERAL: Qb steps toward receiver and starts pass from hip; ball is thrown crisply on line (not arched) toward the receiver's crotch.



ONE-HAND LATERAL: Qb glides forward rather than steps and starts pass even with hip, aiming at receiver's crotch and following through smoothly.

fakes, and then hands off, he still should fade back as if to pass.

(3) Finally, when the quarterback goes back to actually pass, he should first fake his hand-off.

What this pattern of three basic fakes consists of is setting up the fake on a hand-off and then going back to set up a pass on every play—whether the ball is handed-off to the first back who comes by, faked to him and then handed off to the next one by, or just faked and then retained by the quarterback to retreat for a pass. Consistency in this faking pattern makes the offense even harder to cover by the defense.

Types of Fakes. There are basically three fundamental types of fakes: (1) The basketball fake. (2) The wrong-hand fake. (3) The one-hand fake. Here is the way each of them is carried out:

Basketball Fake. This fake is exactly what the name implies—the same maneuver as faking a pass in a basketball game. The ball is held by both hands with no effort to conceal it until you fake the hand-off. The quarterback takes a step in the direction

he's going to fake his hand-off pass. As his forward foot hits the ground, he extends his arms forward in a pushing motion as if delivering the ball. When the arms are fully extended, he withdraws the ball to hide it from the defense and goes into his next maneuver.

(See illustration on facing page.)

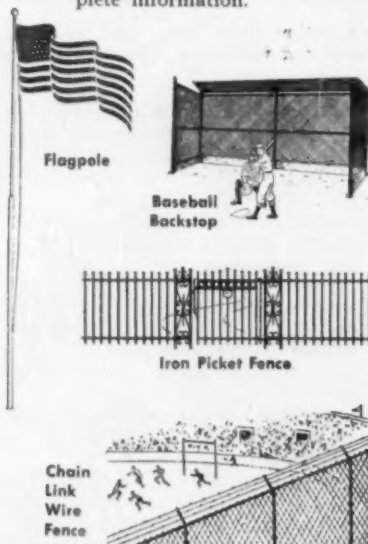
Wrong-Hand Fake. This is the fake that I use the most. It consists of merely holding the ball close to the body with one hand—sort of palming it. Then the quarterback gives his empty hand to the receiving back going by, keeping the ball well concealed all the time.

One-Hand Fake. This fake is the least preferable of the three because it entails some degree of danger in fumbling. On the one-hand fake, the ball is merely cupped in one hand, the arm extended as if to pass off, and then withdrawn. In this instance, as in the basketball fake, there's no effort to conceal the ball. The quarterback merely puts the ball forward with one hand, and then pulls it back again.

Regarding Faking. When scrimmag-



For use in connection with athletic programs, Stewart offers many iron, wire and bronze products. For example: chain link wire and iron picket fence; baseball backstops; tennis court fences; stadium seat brackets; flagpoles; wire mesh partitions; window and skylight guards; settees; bronze plaques; iron railings, etc. Write for catalog containing complete information.



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ing between ourselves, even on a no-contact basis, I always run the different types of fakes and then go over and ask the linebackers which were the most deceptive to them. I also ask them why the particular fake was easy for them to spot, or hard for them to catch, and their answers usually are invaluable to me. They can tell you in a hurry which is the better fake on any particular play, and why.

Here's another bit of advice on faking to remember: It's not so much your arms that count in faking as it is the way you run. Good hands have a great deal to do with the success of faking, but hard running is the best fake of all. A defender catches on to a fake quicker by watching a man jog at half-speed, than he does by any other means.

When I get the ball from center, I normally turn around and hold the ball with my right hand. My favorite maneuver is to fake with my left hand to one man cutting across, and then actually give the ball with my right hand to a back going the other way. You can actually do the same thing with the basketball pass by using two hands instead of one.

There's one particular difference between using the basketball and wrong-hand fakes. In order to fake with the wrong hand, you must have a quarterback with a big enough hand that he can control the ball in one hand. Fortunately, my hands are big enough so that I am able to do this.

Still, I am cautious to the point of seldom holding the ball with my left hand. That's simply because my right hand is stronger and I have more confidence in using it. The ball just doesn't feel quite as secure in my left hand, and I see no chance of risking fumbles by attempting to use it when the right hand will do just as well.

Different quarterbacks have different styles of faking and handing off. Eddie LeBaron actually rides them in when he fakes. He runs right along side his receiving backs and it's hard to tell whether he is actually giving-off the ball or holding on to it himself.

One other point that I want to mention in regard to faking is that of timing your hand-off so you don't hit the halfback's hip as he takes the ball. Your feet and hands must work in coordination so they are in the right position to release the ball without becoming entangled. Practice will solve this problem so your timing and coordination will become almost perfect.

The "Point of Fake" should be just as positive as the actual point of exchange when you really give the ball to the receiving back. The quarterback's technique should be just the same as when he hands off the ball, and he should work hard to make this convincing.

About the only difference in the two occasions is that on a hand-off, it's the quarterback's responsibility to get his hand out of there without causing a fumble. On the fake, it becomes the

receiving back's responsibility not to hit the ball as the quarterback gives it to him and then takes it away again.

The Receiving Back. Like the quarterback, must use exactly the same technique as when receiving the ball, even though he now becomes a faking back. His movement is the same as though he's going to take the ball—folding his outside hand across the body just as if putting it over the football. Once he's faked taking the ball, it's time to tear out at full speed.

CHECK POINTS

Pressure of Hand. Keep that top hand firmly against the crotch of your center until the ball is completely under control. When he starts to move forward in his initial charge, make sure you don't let up on that pressure. That's your assurance that you're not going to pull out too quickly and leave the ball hanging somewhere between your hands and the ground.

The Push-off. Shift the weight forward on to the ball of your forward foot, flex the knee slightly, and come bounding out from under the center like you were shot out of a gun. This will speed up your entire attack for you will be in a position to hand off quicker on the running plays and you will be headed back to set up your passes faster.

Spin Quickly. When you start your push-off, you have begun your pivot and you should carry it right on through with the same speed and alacrity. Don't forget you can start your spin by turning your head and shoulders from the hips up before the rest of the body has a chance to swing around. By this means you can pick out the man to whom you're going to give the ball before he reaches you.

Body Between Ball and Play. A quarterback's job when spinning is to add as much deception to the play as possible. The best way he can accomplish this is to keep the ball covered so the defense can't locate it. This isn't easy against accomplished football players and his best bet is to keep his body between the ball and the play at all times—literally turn his back on the opposition, you might say. Your opponents can't stop the play if they can't find the ball.

The Watch Spot. Pick out the spot you're going to give your receiving back the ball as soon as possible and don't let anything ruin your concentration on that spot. Make all the fakes you need in the meanwhile, but don't take your eyes off the spot. Aim at the receiver's lower stomach and then "look the ball right in" to the receiver, whether it's a hand-off or a lateral. This is your insurance against fumbles.

Otto Graham, T Quarterback is wholeheartedly recommended to all coaches interested in learning the ABC's of modern quarterbacking, as well as the Cleveland Browns' system of football. Price is \$3.95, order from Prentice-Hall, Inc., 70 Fifth Avenue, New York 11, N. Y.

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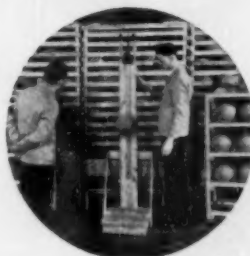
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Sargent Jump, with instructor adjusting control box.

The New

SEVEN years ago in *Scholastic Coach*, the author described a unique testing device which objectively and accurately measured performance in physical education activities. Called the Decathlon Meter because of the 10 events measured by it, it scored all the events in a common unit of measure—the foot or foot-pound—thus making it possible to arrive at both a comparable and an aggregate score.

This article aroused a great deal of interest, attracting inquiries from all over the world. Not content to leave well enough alone, my co-inventor (A. L. Thurmon) and I continued to work on improving the device—and we can now proudly announce a new electrically operated and remotely controlled Decathlon Meter. We have also devised a P.F.R. Test and a new Decathlon

By **B. E. SHARP**
Fulton High School
Knoxville, Tenn.



Chins



Ring Pull-Ups



Rope Climb

Knoxville Decathlon

event to go along with our machine, and have established norms for boys of all sizes.

The new Meter accurately measures (in feet or foot-pounds) the amount of work done by an individual in performing exercises requiring vertical elevation of the body or any part of the body. Since all effort is clearly registered on the dial by a pointer or hand, no cheating is possible.

The hand is set back to zero by pushing a button in the control box, and automatically returns to zero when 100 feet are registered. An electric bell indicates its return to zero. The electric power is connected to the Meter through the control box.

The participants are attached to the machine by means of a very light headgear, belt, or foot-halter,

depending on the event. The dial is so calibrated that one foot of elevation moves the dial hand one digit.

For the Sargent Jump, a small handle in the control box is used to set the machine to the boy's proper height. The handle is turned to the right (clockwise) until a red light comes on. For all other events, the handle is turned to the extreme left (counter-clockwise).

The Meter is extremely durable, easily operated, and registers all effort plainly and accurately. It is installed on the wall above the boy, with only a small wire attached to the boy's headgear, belt, or foot-halter.

The control box is located on the wall within reach of any operator. When the cabinet door is closed, the machine is locked. To operate it, you unlock and open the door.

The Knoxville P. F. R. Test consists of three alternate tests—(A, B, and C)—each consisting of five events

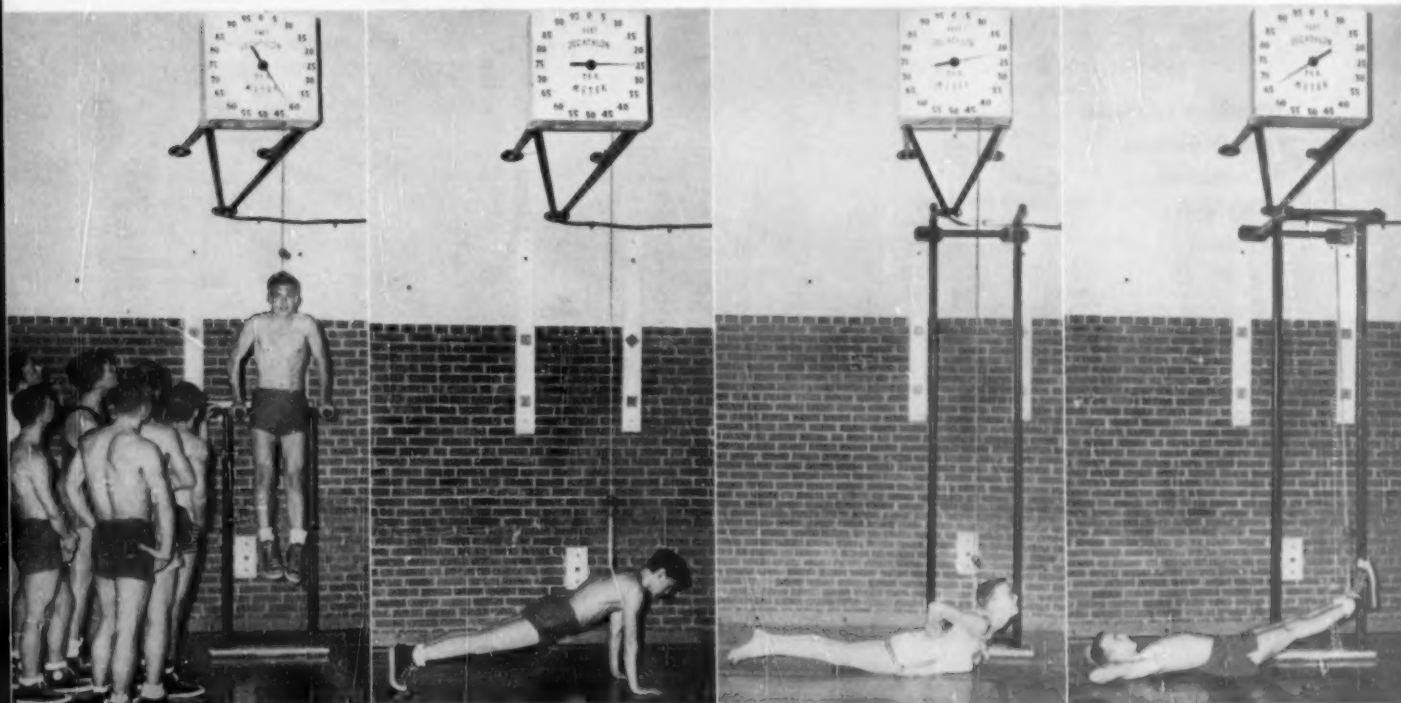
Test A—Sargent, Chins, Parallel Bar Dips, Back Arch, Leg Lift.

Test B—Sargent, Rope Climb, Parallel Bar Dips, Back Arch, Sit-Ups.

Test C—Sargent, Ring Pull-Ups, Parallel Bar Dips, Floor Dips, Scissor.

The boys are classified according to age, height, and weight, with norms established for each group. Since each boy's P.F.R. score is based on the norm for his classification index (C.I.), small young boys may score as high as larger and older boys.

Large boys have a higher norm and must make a greater raw score. We contend that a boy who elevates



Parallel Bar Dips

Floor Dips

Back Arch

Leg Lift



The sizes
go by
the color
in the
toe



Sock Size	Thread Color
9	Black
10	Green
11	Red
12	Blue
13	Orange

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CUSHION FOOT



ALL NYLON

himself 18 inches in chinning, dip-
ping, etc., has done 50% more work
than a boy who elevates himself 12
inches, and he's given credit for all
the work done.

Administration of Test. On the
P. F. R. score sheet, list the boy's
name, age, height, and weight.
Next, classify him by the formula:
20 (age) plus 6 (height) plus
weight. An Age-Height Table facil-
itates this job. It enables you to lo-
cate the correct statistic and then
simply add the boy's weight to it.
This will give you his C.I.

For example, a 15-year-old boy
who stands 62" tall and weighs 130
pounds will have a C.I. of 802,
through application of the formula
20 (15) plus 6 (62) plus 130.

Big boys are those with C.I.'s
above 875; intermediates are those
between 825-875, and small boys
are those under 825.

Test. Select Test A, B, or C, and
follow the procedures listed for
these tests later on in this article.
Test all the boys for each event.
Using two sets of headgear, chest
harness, etc., it's quite simple to run
the boys through the tests quickly—
having one student assistant pre-
paring the boys and another assis-
tant operating the control board.

Scoring. The boy's aggregate
score in the five events represents
his raw score. Divide this by his
norm and multiply the quotient by
100 (simply move the decimal point
two places to the right). This gives
you his P.F.R. score. Boys scoring
100 are normal or average. Those



Scissor

scoring over 100 are above average,
and those scoring under 100 are be-
low average.

The Knoxville Decathlon is a
competitive sport consisting of 10
events—Sargent jump, chins, ring
pull-ups, rope climb, parallel bar
dips, floor dips, back arch, leg lift,
scissor, and knee bends. As you can
see, the first six events are for en-
durance (with no time limit), while
(Continued on page 91)



Knee Bends



Sit Ups



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OCTOFEN LIQUID containing the powerful fungicide 8-hydroxyquinoline, kills the arch criminal in athlete's foot, *T. mentagrophytes*, in two-minutes flat in laboratory tests. Merely swab affected parts generously — continue treatment until relieved. Even well entrenched cases respond in as little as two weeks.

OCTOFEN LIQUID is non-irritating, greaseless, easily applied, dries quickly, leaves no stain.



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soothes tender and irritated feet; helps keep them dry; checks foot odors.



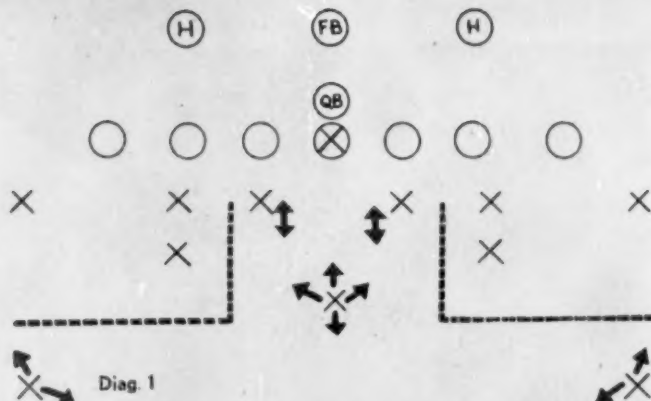
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Beat the Split T

with a Stunting Defense!



MOST coaches agree that the Split T has developed into the most potent offensive force in the game. Look at the powerhouses which use it—Oklahoma, Notre Dame, Maryland, Georgia Tech, to name a few.

The success of this neoteric system clearly indicates that coaches are having trouble defending it. In fact, "How do you defend the Split T?" is one of the first questions you hear at every coaching clinic.

I believe that a "stunting defense" provides an excellent answer. Employed with conspicuous success at both the high school and semi-pro level, it offers a highly deceptive and powerful means of coping with Split T shenanigans.

Diag. 1 offers an over-all picture of the basic 6-2-1-2 alignment from which the various stunts are sprung.

The defense is actually broken down into three units, with each

By WILLIAM M. SANTO
Coach, Clayton H. S., Dagsboro, Del.

unit operating independently according to the down, position on the field, and yardage to go.

The two end units (tackle-and-linebacker) work close to the line of scrimmage unless the offense starts passing. The two guards in the middle unit (guard-guard-linebacker) drive in hard as a rule. However, when a pass is expected, one guard will just establish contact and then quickly drop back.

The halfbacks and the safety man coordinate their play. The safety and the near halfback (the one closer to the side under attack) react strongly to the play, while the opposite halfback (the man away from the play) angles into the safety position. This is essential since the safety man plays in close—unless a sure pass is anticipated.

Both halfbacks always remain alert for a pass.

The ends play wide for stunting, in position to stop any unexpected play, while the tackles set up anywhere near the offensive tackles, regardless of where the latter position themselves.

The guards play head on with the opposing guards, and drive hard. Either guard may change off at times, with one driving and the other dropping back (as previously explained). The guard opposite the passer's throwing arm is the one who falls back.

The linebackers play about three yards back of their tackles, where they can help check both inside and outside plays. The backer follows any end cutting quickly to his (backer's) inside. If the pass is delayed, the backer returns to his position.

Against flankers, the ends crash while the safety drops back—since stunting will be of little value in this situation. The halfbacks usually take the men in motion or the flankers.

Diag. 2 depicts the stunts upon which this defense is predicated.

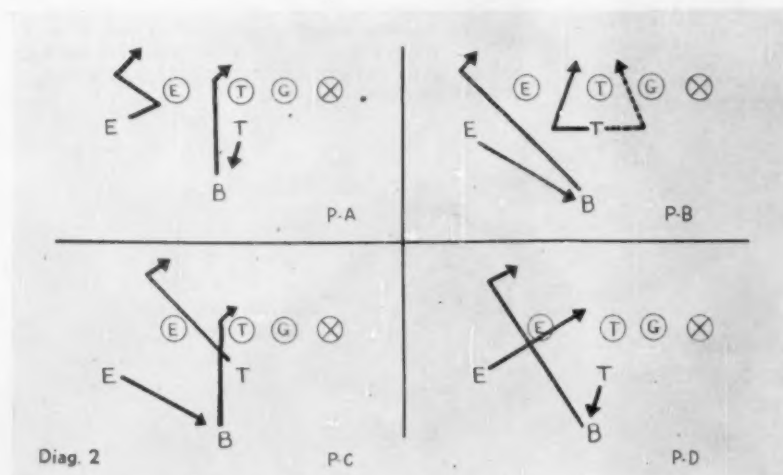
P-A: At the snap, the backer moves into the split between tackle and end and immediately heads for the quarterback.

The defensive tackle quickly drops back to the linebacker's position, watching the offensive end. At times, he'll take the end all the way.

The end shiver-charges the offensive end, then quickly moves into position to cover the deep man.

P-B: At the snap, the backer moves fast to cover the deep man. The end drops back to the backer's position.

(Concluded on page 79)





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Monotube Floodlighting Poles

By **ROY MERRIT**

Massachusetts Institute
of Technology



Stance: Kicking foot is short step in advance, arms and hands are ready to handle ball without unnecessary movement, and body slightly faces intended flight.



Holding Ball: Right hand is kept under the ball and the left hand in the front. Latter merely steadies the ball and is removed first as ball is lowered to foot.

PUNTING THE MILLS' WAY

Demonstrated by the late Le Roy N. Mills

FOOTBALL coaches intent on improving their kicking game might do well to hark back to the LeRoy Mills school of thought—a school based on the premise that the punt is a formidable offensive weapon rather than a last resort when all other tactics have failed.

How often have you watched a punter boom one 50 or 55 yards, the ball spiralling beautifully, only to be taken on the run by a Buddy

Young type safety man and brought back about 40 yards?

A long kick is fine—but only when it has purpose and direction. Mills taught his pupils to punt the ball out of bounds on every kick, if at all possible, with a fast, low, end-over-end ball.

The advantages of the Mills punt are numerous. As will be explained later on:

1. The kicker is on the ground,

protected and balanced at all times.

2. The speed in getting the ball off permits a shallower kicking position, putting the kicker closer to his target.

3. The same speed helps the center by permitting him to make a shorter snapback.

4. There are very few damaging runbacks.

5. Low, rolling punts are decidedly better against strong wind, or



Placement: White line, painted along under seam, aids pupil in placing ball properly on right hand; this seam should run directly along the line of middle finger.



Actual placement of the right hand on the ball (middle finger along under seam); boys should become accustomed to quickly adjusting the ball in the right hand.



Foot Contact: The long axis of the ball falls exactly over the instep; the power is applied to the back half of the ball, imparting the end-over-end action.

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even against a strong crosswind.

6. The Mills method saves wear and tear on the ends, a vital consideration under the new substitution ruling.

7. Blocking assignments are simpler, since blockers need not hold their blocks as long and can get downfield faster.

Now let's look at a few of the basic facts taught by the master of them all. (The explanations which follow are for right-footed kickers; left-footed men need only reverse them.)

THE STANCE

The kicker takes his position some 8-10 yards back. He assumes a

stance approximating that of a right-handed pitcher on the rubber. The feet are spread slightly to give lateral balance, with the right (kicking) foot a short step ahead of the left.

In this position, the kicker need only rock his weight forward onto the right foot and take a short step with the left to get the kick away. Using this fast single-step action, the kicker doesn't have to set up so deep, thus saving yardage for the punt.

The right-footed kicker who keeps his right foot back must take three steps to get the ball away, which necessitates a deeper punting posi-

tion and a longer snapback from center, thus increasing the possibility of error. The longer time involved in getting off the punt also increases the danger of blocked or partially blocked kicks.

PRE-KICK CONSIDERATIONS

The kicker should face slightly in the direction he intends to kick, perhaps not shifting until the ball has been snapped back. Both feet should point in the intended direction, not just his head, or head and shoulders.

The kicker should select a target, out of bounds, above the playing field if possible—a treetop, a flag, or some object in the stands. That is his point of aim. Naturally, after getting his sight and positioning his feet, he should concentrate on the ball alone, trusting to body and foot position to direct the ball toward his target.

He should ignore the possibility of charging linemen, letting his blockers worry about that phase of the play.

HANDLING THE BALL

While awaiting the snap, the kicker may extend his hands in the conventional manner or he may hold them with the right hand almost directly under the left, fingers spread. Mills preferred the over-and-under method, since that was the hand position he stressed during the kick itself.

The ball is taken from the center and quickly rotated so that the lacing is UP. (This isn't necessarily essential, but it does provide for greater accuracy by keeping the lacing of the ball off the instep.)

The second finger of the right hand is placed directly along the seam of the ball, which lies under the lacing, and the right hand cradles the ball so that the forward end is tilted slightly upward.

ARM POSITION

The elbows are kept close to the body, with the right elbow resting gently against the right hip, so that the right hand is held almost directly over and parallel to the right thigh.

The ball is held low, just below the waist, the right hand controlling the height of the ball and the left hand guiding its nose. This position ensures the accurate dropping of the ball onto the instep, providing consistency in the contact with the "high-powered" part of the foot.

The low position of the ball precludes erratic dropping and helps eliminate those near-misses which slither off the kicker's foot at an angle and go out of bounds four yards beyond the line of scrimmage.

(Continued on page 80)

THE SHOOK Athletic Trainers' KNEE BRACE

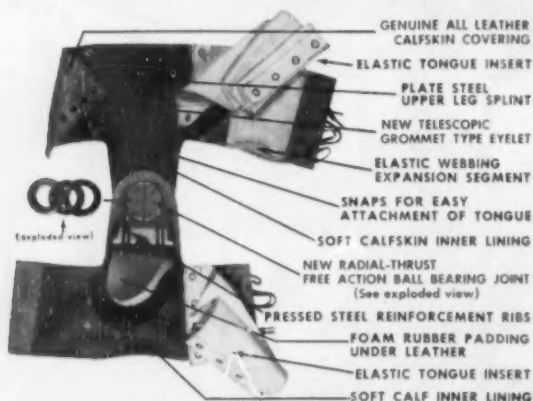
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Fit the Formation to the Material

By **CLARY ANDERSON**
Montclair (N. J.) High School

ONE of the most vital decisions of the football coach every year is whether to fit the material to his formation or to select a formation to fit his material.

Of course some coaches, particularly of major colleges, have no problem. They have so much manpower that they can hand-pick their squad—select the boys with the ability and specialties that fit best into their formation.

Unfortunately, most coaches aren't so richly endowed, and have to adopt the formation or formations best suited to the material at hand.

No matter what plan the coach subscribes to, however, it's always wise to make some changes every year. These are necessary to prevent your offense from becoming stereotyped and thus easily defended.

It's also a good idea to use more than one formation, and to employ flankers and split ends to loosen up the defense. Thus, when one formation is stopped, the other may pull you through. By mixing two formations, you can also confuse the opponents and often catch them out of position.

In adopting a basic formation, you must consider what specific ingredients are needed to make it go. It pays to remember that the strength of any running formation lies in the positioning of the backs. A good offense always incorporates a wide attacking range, having several runners in position to strike quickly along a broad front. This keeps the defense honest, preventing them from concentrating their strength.

The Single Wing (Diag. 1) possesses definite strengths and weaknesses that every coach should know

about. The unbalanced line with the wingback and blocking back to the strong side conduces a potent running attack to the strong side. It puts great pressure on the tackle and permits double-team blocking at the vital points of attack.

The Single Wing also furnishes some deception through spinner sequences involving the fullback, and is a fine passing formation with three receivers being able to get out immediately and deep. The running pass is a potent weapon, offering the passer four good targets (including the blocking back).

To effectively use this formation, you must have a better-than-average tailback who is durable and can run and pass. The other backs must

also be specialists—the fullback must buck, spin, and block, the wingback must be a good reverse runner and pass receiver, and the quarterback must be an outstanding blocker.

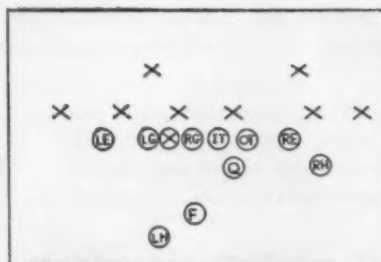
The line requires some specialists, too. The weak-side end must be big and rugged enough to handle a tackle alone, while the strong-side wing must be a fine receiver. The tackles should be picked for their ruggedness, with the outside tackle being fast enough to pull. The guards must be agile and fast, since both pull.

The center has the extremely tough assignment of putting the ball into play with a comparatively long, accurate pass and then blocking an opponent who has the jump on him. This calls for ruggedness.

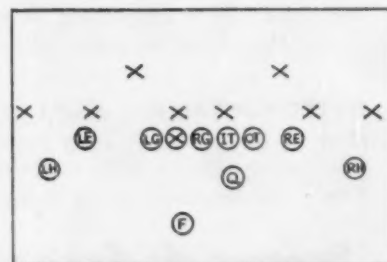
The Double Wingback formation (Diag. 2) has always had a warm spot in my heart. It was my formation at college under Andy Kerr and I coached it for some years. Its greatest advantage lies in its passing potentialities, with four quick or deep eligible receivers and excellent reverse-pass possibilities.

It requires a really great fullback who must be an excellent ball-handler, buck, spinner, and passer. In other respects, it's similar to the Single Wing, except that you can go stronger to the weak side and not so strong to the strong side. Modern coaches find, however, that there's too much lateral running before the ball-carrier reaches the line of scrimmage.

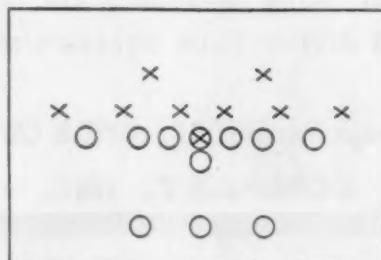
The Regular T (Diag. 3) is probably the most popular formation in the game. When it mushroomed into



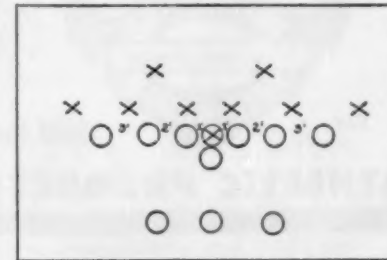
Diag. 1, Single Wing Formation



Diag. 2, Double Wingback Formation



Diag. 3, Regular T Formation



Diag. 4, Split T Formation

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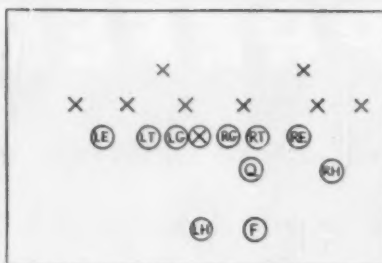
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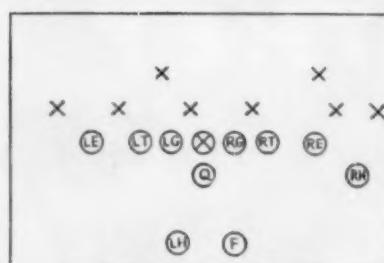
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Diag. 5, Box Formation



Diag. 6, Wing T Formation

prominence a decade ago, its line was kept pretty tight from tackle to tackle. Nowadays, I believe, it's desirable for these linemen to loosen up and split to some extent.

The T requires a brilliant quarterback who can handle the ball, fake, and pass in outstanding fashion. The other three backs need speed for ball-carrying. The fullback is usually required to block, and if the others can also block so much the better. The halfbacks must also be good pass receivers.

The ends must have speed, pass-catching ability, the strength to block at the critical point, and the ability to get out on passes. The tackles and guards must be strong and agile to block alone and to cross-block. The center has an easy hand-off and it helps if he is tall. He's in good position to block in the line or go for backers-up.

The T is a good passing formation, since every pass develops from a fake, and when you send out a flanker, you get the effect of a Single Wing. The fact that all the top pro teams use this formation attests to its worth.

It's sometimes weak on outside running plays. But its inside power often compensates for this. Whenever the defense contracts to stop the inside threat—as it often must do—the ends can be run effectively. The potency of the dive tackle plays and the threat of the quick hook passes contain the interior linemen and linebackers.

Possibly the most difficult play to develop is the off-tackle thrust, since it's tough to effectively block out a crashing end and to get a man

ahead of the play for the line-backer.

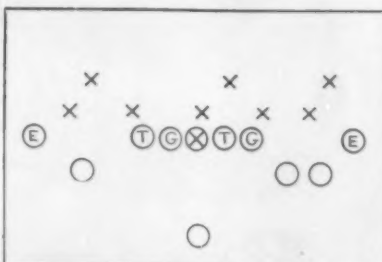
The Split T (Diag. 4) seems to be gaining popularity. It derives its name from the clear-cut splits from end to end. The success of the system depends primarily on the quarterback, who operates along the line of scrimmage. Unlike his Regular T counterpart, he must be a rugged and good ball-carrier.

The quarterback option play is a pivotal of the attack. On this play, the quarterback fakes the dive play to the halfback and then runs directly toward the defensive end. This end is not blocked. If he charges the qb laterals off to the trailing halfback who follows the fullback around end. If the ends holds his ground, the quarterback fakes the lateral and turns up off tackle.

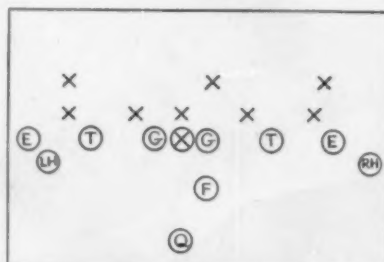
The Split T possesses the pass possibilities of the Regular T plus a potent running pass off the quarterback option (thrown by the halfback taking the quarterback's lateral). The fullback is used off tackle after a dive fake or on a counter up the middle.

The Box formation (Diag. 5) offers a balanced line effect with a Single Wing backfield. When used following a shift from the T, it gives you two offenses. It has a strong running potential to the strong side (this requires a good tailback) and a good quick fullback reverse to the weak side.

The Wing T (Diag. 6) is also popular, offering all the T features along with a permanent wingback who can block, receive passes, and carry reverses. This man stays in (Concluded on page 67)



Diag. 7, Spread with Tight Line



Diag. 8, Balanced Spread Formation

854*

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By **DR. HARRY R. MCPHEE**
Team Physician, Princeton University



Fig. 1, the duraluminum neck brace attached to the right shoulder pad.



Fig. 2, the duraluminum brace as worn by a player with a helmet on.

NECK SUPPORT FOR FOOTBALL

DURING the past 18 seasons in which Princeton fielded football teams, 1,611 men participated on the varsity and junior varsity squads. Among the injuries they sustained were 35 to the neck.

This averages 2.2 cases per hundred players and gives an expectancy of about two neck injuries per season. This cannot be considered as infrequent to a structure as important as the neck.

Fortunately, the great majority of neck injuries in football are of the superficial type which result in some strain or contusion of the fibers of the trapezius muscle, espe-

cially those going to the spine of the scapula and the clavicle.

Twenty-six injuries in this series were of that nature and healed in three or four days without trouble. The others involved injury to deeper tissues—namely bones, ligaments, and nerves.

This may be considered a serious injury which might well compel the athlete to give up football. At Princeton, however, only three neck cases had to discontinue the game.

The rest were kept in action with the aid of a simple but highly effective support.

The purpose of this article is to

share the details of this support and to stress the importance of having the team physician examine all neck cases.

The first injury of any consequence occurred in 1934, when a player's neck was sharply and suddenly flexed while making a head-on tackle. He complained immediately of general soreness about the neck and a little way down the back.

This could easily have been mistaken for a muscle strain, but a stabilizing collar was applied and he was taken for an x-ray. A small compression fracture of the anterior margin of the body of the fourth cervical vertebra was visualized. He was treated by hyperextension and made a very favorable recovery, but gave up football as a varsity sport.

A few years later, a player reported that his neck pained on some movements. He recalled being stiff-armed early in the practice and feeling a flash of pain, but it did not really bother him until he cooled off.

The muscles on the right side were somewhat spastic, and firm pressure at the base of the neck was more tender on the right than normally. An x-ray showed a sprain-fracture in which a small piece of bone had been pulled off the posterior tubercle of the sixth vertebra. He was treated by immobilization and made a satisfac-



Fig. 4, the strip of sponge rubber, felt and stockinette used for collar.



Showing the method of combining the sponge rubber strip over the felt.



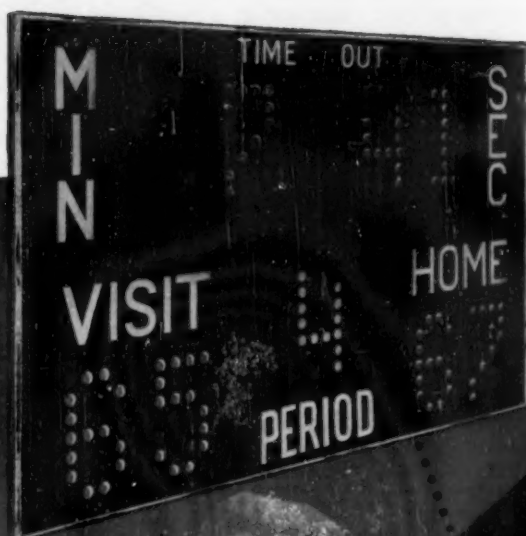
Completed collar, showing how ends are long enough to tie around neck.



Fig. 5, the completed collar worn by a player ready to go into action.

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tory recovery but discontinued football.

In October 1948, a big guard emerged from a play and began hopping around in irregular circles. He was clutching his right shoulder with his left hand, while his right arm dangled at his side. He complained of excruciating pains over his shoulder and down his arm.

Five minutes after he was removed from the game, the smarting pain subsided to a dull ache. His past history revealed a similar but much less severe occurrence two years before in a high school game. The muscles were a little tense but not sore, and straight movements could be accomplished without pain.

The neck was x-rayed and an extremely long process was seen on the right side of the seventh vertebra which pinched nerves when the neck was flexed to the right and the chin was forced backward. Dr. George E. Bennett of Baltimore advised against operation and suggested the use of a brace to prevent lateral flexion and thus break up the combination that caused his symptoms.

The brace shown in **Fig. 1** was devised. It was made of duraluminum and riveted to the right shoulder pad. The upper part flared in a gentle arc constructed to receive the curvature of the helmet and nestle against it (**Fig. 2**).

This portion was padded with a thin layer of felt under soft kid leather. While this did an excellent job of preventing a recurrence, the rules on projecting equipment became stricter as time went on and thicker padding was required which made the brace cumbersome.

Late in the 1949 season, a player suffered a minor strain which healed in three days and he finished the season without incident. He had two recurrences early in 1950 (when his head was bent to the side), which were accompanied by sharp pains in the shoulder.

Since the x-rays were entirely negative and the muscles appeared sound, it was felt that he was suffering from some injury to the nerves, which, if uncheckable, would necessitate giving up the game. Inasmuch as the stricter rules made the previous brace impractical, a collar of sponge rubber was covered with soft leather and laced to a soft leather strip sewed to his shoulder pads (**Fig. 3**).

This support proved effective and would have been adopted for similar cases, if not for a player who came out for J. V. football in the fall of 1951. He had had neck trouble in high school and his father, an

orthopedic surgeon, had made a simple collar for him.

The player described it as a strip of felt covered by sponge rubber and put in a cloth tube. There was no difficulty in making it from the components shown in **Fig. 4**.

A strip of half-inch felt was cut about two inches wide and long enough to circle the neck and overlap an inch or so. Next a strip of sponge rubber was cut an inch longer, and wide enough to cover two sides and one edge of the felt. The sponge rubber was taped over the felt, as shown, and this was pushed inside a section of three-inch stockinette, leaving ends long enough to tie around the neck (**Fig. 5**).

The sponge rubber kept the felt from absorbing perspiration and the stockinette was removed and washed or replaced as frequently as necessary.

This support has been used on five cases during the past three seasons where the x-rays were negative and the findings and symptoms indicated contusion or stretching of the nerves of the neck.

Recurrences were completely eliminated in four cases and only partially in the fifth, who was studied very completely for a ruptured disk or other cause and was given a clean slate. After the study, he discontinued sports for other reasons.

In conclusion, it must be pointed out that the simple support described should not be indiscriminately used on neck injuries. Because muscles can mask deeper sources of neck distress, a doctor should be called upon to look at all such injuries.

After every possibility of serious damage has been eliminated, the support might be used as a means of permitting the player to continue without experiencing those disabling shocks.

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Both Penna and Suggs are shown demonstrating a complete swing in beautifully clear motion picture sequences. The captions accompanying the pictures are highly authoritative.

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DIET AND THE ATHLETE

BECAUSE of the fact that food is essential for life, man has always believed that the amount and kind of food he eats somehow influences his well-being. Ceremonial cannibalism probably stemmed from the idea that eating the flesh of a brave enemy slain in battle endowed the consumer with the dead man's strength and courage. This primitive concept led, naturally, to the idea that eating special foods provided extra strength or some other advantage to certain parts of the body.

With all the scientific advancements in nutrition, we now know that these concepts are essentially false: that the growth, development, well-being, and function of the body depend not on any specific food substance, but on a well-balanced diet which provides all the essentials needed for the various body processes.

Unfortunately, however, many fusty theories are still influencing the training table, so that the ath-

lete's diet is frequently designed around such morsels as: milk makes you sick, pork is undesirable, pie or cake is harmful, all fat must be trimmed from meat, and only a limited amount of butter should be used. These and many other absurdities have been nurtured by coaches and trainers for years.

Several basic facts must be marshalled when considering the nutritional needs of the athlete. First, one cannot become a "superman" merely by eating food—food cannot endow you with capacities beyond those inherent in your physiological structure.

At the same time, however, a well-balanced diet and proper eating habits can accomplish a great deal in bringing out the greatest potential of any individual, young or old. To draw an analogy: Though gasoline and oil alone cannot make an Indianapolis racer out of a jalopy, good gas and good maintenance can bring out the best in a jalopy and make it run at optimum efficiency.

The second factor to consider is that man is essentially the product of his heredity and environment. Again, food alone cannot make a little man big or improve the sight, hearing, or reflexes of an individual who's naturally deficient in one or more of these respects.

On the other hand, since food is the most important and consistent environmental factor that influences our growth and development, it's important to give it maximum consideration in developing the greatest potential of an individual.

The third factor, which we know least about, is that of emotional influences on the development and behaviour of the individual. This emotional factor has an important bearing upon how we handle the food we eat and how we react to the stressful circumstances in which we're frequently placed.

It's of particular significance to the athlete exposed to the dual pressures of competitive activity and schoolwork. Is it any wonder that he frequently finds himself "worked-up" over the prospects of a game? It's obvious that such emotional stimuli have an important bearing on the digestion and utilization of food.

The food we eat, therefore, influences to a considerable degree, per-

By EDWARD D. O'DONNELL
Supervisor of Athletic Conditioning, Yale University
and

DR. WILLIAM A. KREHL
Assoc. Professor of Nutrition, Yale Medical School

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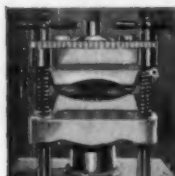
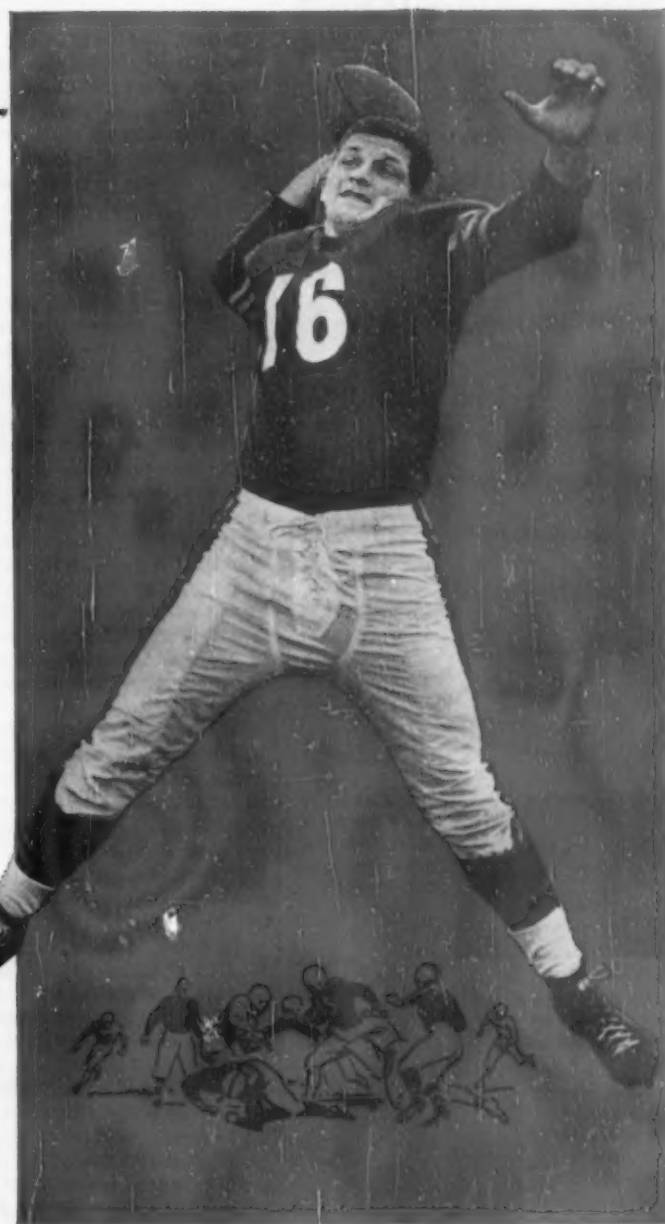
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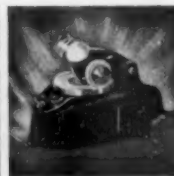
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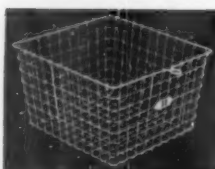
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Write for Literature



haps even more than we realize, our response to emotional factors; and these factors, in turn, must surely have an effect on our nutritional requirements. It must be recognized, however, that we know very little about the specific food factors which influence our reactions to emotional stimuli. We can only say that they're very important.

It's extremely wise to pay careful attention to the athlete's weight record both during the course of his training and during the competitive season. This particularly applies to the schoolboy athlete, who is a growing boy. If his weight remains stationary, you may deduce that his growth is also standing still; or, if he had been overweight to begin with, that his fat is being hardened by competition.

The weight chart should be carefully maintained so that it's always possible to observe whether the increased size of the athlete is proportionate to his increasing age, whether this is adipose tissue, or whether the weight increase is the result of increased muscle mass due to the activity. It just isn't wise to operate on the theory that if the boy feels alright then he must be alright.

The matter of providing optimum nutrition for the athlete should combine our scientific knowledge of nutrition with the practical information gained by coaches and trainers over a period of years. It's essential to base food habits on sound physiological rationale rather than on "witchcraft."

In order to gain an idea on what to feed the athlete, it's perhaps essential to see what he has been eating. What is known about this?

From a survey conducted jointly by the Yale Nutrition Laboratory and the Yale Athletic Department, it's evident that there's no uniformity among coaches or dieticians as to what to feed an athlete. This conclusion was reached after an analysis of the actual menus being used by many colleges. Most of the practices seem to be based on the coach's particular likes or dislikes.

In providing optimum nutrition for maximum efficiency, the following generalities should be kept in mind. The problem of calories must be given prime consideration. Remember, you're dealing with an individual in one of the most important phases of his growth; that is, during the middle to late teens when he's rounding out and beginning to attain maturity.

In devising a diet which will accommodate this growth, you must make sure to provide a caloric intake that will supply (1) the energy

for intensive activity and (2) the materials that are built into bone, muscle, blood, etc. The basal metabolic needs must be covered by the caloric intake. Stated in another way, this means that the metabolic machinery which permits life itself to go on must be taken care of first.

The athlete's energy requirement may be as much as 100% above that needed by a moderately sedentary individual.

Where a gradual weight gain is observed, consistent with the amount of gain he should be showing as a growing youngster, then you can be assured that his caloric intake is adequate.

Considerable controversy exists over the protein needs of the athlete. Historically speaking, protein has always been the chief dietary component of the hard-working individual. However, the protein requirement standards used in the early part of the century were considerably higher than those in use today.

PROTEIN INTAKE

Generally speaking, the protein in the diet should be equivalent to about 10 to 15% of the total calories, remembering that protein provides four net calories per gram of protein ingested. Although muscle work isn't done at the expense of body protein, it's interesting to note that athletes have always subscribed to diets high in protein, and that workers given higher protein intakes have been able to perform with greater productivity.

In speaking of the protein requirement, it's important to consider the type of protein that is fed. Generally speaking, the proteins of animal origin, such as meat, milk, eggs, fish, and cheese, are considered to be the high quality proteins, whereas the proteins of vegetable or cereal sources are considered to be inferior in protein quality.

This, of course, doesn't mean that one should live only on meat, milk, eggs, or cheese, since this again would be defying the principle of balance, which, as indicated in the beginning, is so important for the unified growth and development of the individual.

It might also be well to mention that if the protein intake is adequate, then one can generally assume that the diet is also supplying adequate amounts of the B complex vitamins—since these substances generally accompany the protein foods.

While milk isn't a dietary essen-
(Continued on page 66)



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Film Over Texas!

HIGH school football coaches in Texas place great store by the motion picture camera. A survey of the 713 schools competing in 11-man football reveals that about 50% of all schools and at least 90% of the larger schools (over 500 enrollment) film their games. What's more, 209 of the schools filmed an average of 6.2 games last season!

The responding schools differed widely in the total amount spent for game movies. The expense ranged from \$50 for filming just one game to \$1,600 for filming 10 games.

The average length of the game film was 655 feet, ranging from a high of 1,200 feet to a low of 200 feet.

70% of the schools didn't pay the operator a fee, defraying only expenses such as meals, travel, etc. In these cases, the average cost of filming came to \$7.55 per 100 feet.

Where the operator was paid, the fee ranged from \$3 to \$50 per game; and the average cost of filming came to \$10.24 per 100 feet.

The 16-mm. camera was employed almost exclusively, with about 63% of the games being filmed at 24 frames per second, 25% at 32 frames per second, and 12% at 16 frames per second.

Inasmuch as most of the games were played at night, filming at faster than 24 frames per second may not have been possible on some of the poorly lighted fields. The cost factor might also have influenced the speed at which the games were filmed.

The coaches were also asked to rank six values of football game movies. While these values overlapped somewhat, each of them contained some specific factor which could be separated from the others. The values were ranked in the following order:

1. Correct and improve players.
2. Increase the coach's knowledge of game and players.
3. Motivate the players and maintain interest.
4. Teach game strategy.
5. Scout the next opponent with last year's film.
6. Promote good public relations when shown downtown.

The value, "correct and improve players," was ranked first by 74% of the coaches, while the value, "promote good public relations

when shown downtown," was ranked last by 46%. There was mild disagreement on the ranking of the other four values, which could be partly attributed to their overlapping in meaning.

If motion pictures are of value in teaching skills, it stands to reason that teams using such aids should exhibit better won-lost records than the teams which do not employ them.

The possible relation between the use of game movies and the school's won-lost record has been investigated in a limited way. Admittedly, a team's record is an insufficient criterion for evaluating skill teaching. Nevertheless, it is still the most objective evidence available for judging a coach's ability. Many factors enter into the success or failure of a team and these factors all vary in importance with individual coaches.

The average won-lost records of the schools in each Texas conference which used game movies have been compared with the records of the schools which did not use such movies. On the basis of the reported data, it would appear that schools in Conferences AA and A which filmed their games had better records than the schools which did not.

In Conference AA, 80 movie-taking schools showed an average winning record of .555, compared to a .441 record by 35 non-movie-takers. In Conference A, 39 movie takers showed an average winning record of .652, compared to .492 by 83 non-movie-takers.

No comparison could be made in Conferences AAAA and AAA since only two of the responding schools in each Conference did not film their games. The Conference B schools likewise couldn't be evaluated, since only 21 out of the 131 respondents filmed their games.

This data may not be accepted as conclusive evidence. It's quite possible that the practice of filming games may just indicate that these schools make a greater effort to win, may have more energetic coaches, or may have more money to spend on football than the schools which did not film their games.

If the use of motion pictures follows the trend established in Texas, you can expect this coaching aid to spread to other high school sports.

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Screening the Soccer Squad

ONE of the toughest and most important tasks of the soccer coach is sifting the "chaff" from the "wheat"—determining the best players on the squad.

Many times, particularly in early season, coaches are accused of "ruling with their hearts instead of their heads." Disgruntled substitutes will allege that "the coach is playing his favorites."

This unhealthy situation can develop wherever the squad is picked by some haphazard rather than methodical plan.

The truth of the matter is that few coaches have been able to devise a simple, objective, reasonably accurate method of player assessment. In fact, the complexity of the task has discouraged many from undertaking it. And so their screening processes remain rather disjointed and wholly objective.

Actually, the task of selecting the best players varies with the sport. In some sports, the stopwatch is the final judge. In others, such as certain track and field events, the tape measure supplies the answer. Insofar as team games are concerned, however, the problem is much more complicated.

During my early years of coaching soccer, I was continually confronted with such queries as: "What must I do to make the varsity?" or "Why did you select Joe Doaks instead of me?"

I felt a definite need for some concrete method of appraisal whereby the squad member could see how he compared with his teammates. Something like this, I thought, would not only justify my selections but would enable the second-stringer to concentrate his efforts on his weak points.

With this thought in mind, I went to work on devising such a system. My first move was to list the basic skills demanded at each position. Several years of experimentation produced the "Player Comparison Chart" shown in the accompanying illustration.

This chart lists 16 basic fundamentals as follows: Reaction, Aggressiveness, Direction of Defense, Clearing of Ball, Strong Kick, Kicks—Either Foot, Heading, Trapping, Dribbling, Speed, Control of Moving Ball, Defensive Play, Passing, Shooting, Crossing of Ball, Positioning for Pass.

Each player is graded on those techniques applying to his position. The scoring (from 1 to 10) is, of course, based on the coach's judgment. But it's amazing how accurate an experienced coach can be so long as the phases are listed in black and white. At Annapolis, for example, my assistant coach and I have differed very little in our appraisals over the years.

At the completion of early season training, I post my first comparison of squad members on the bulletin board. The player response is usually terrific. The chart has proved to be the greatest motivator for self-improvement I've ever devised.

Since every player can see just what his weaknesses are in com-

parison with other squad members, the chart produces a much better attitude on the part of the so-called "scrubs." They now have definite targets upon which to trim their sights.

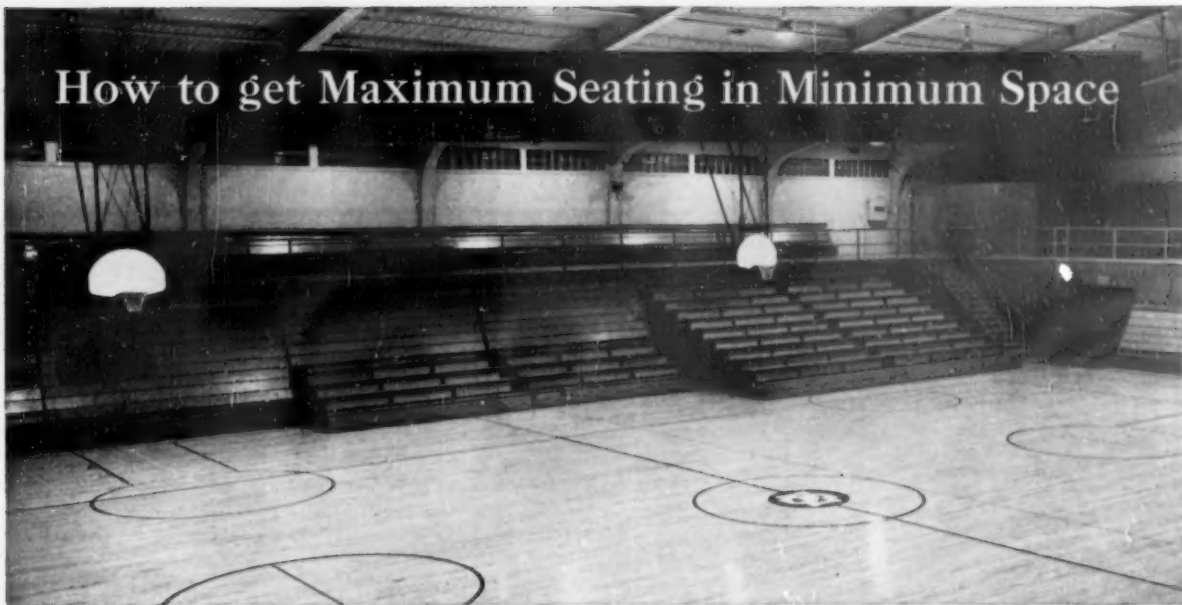
Experience has taught me the necessity of preparing these charts every two weeks throughout the season. And when preparing a chart, I do NOT refer to the previous one. This provides a valuable and interesting check on my player evaluations.

I realize that many other skills could be included on the chart, but I've avoided the temptation in the interest of simplicity. I don't want to make this coaching device too complicated. An effort is made to chart only the key phases of the game.

	REACTION	AGGRESSIVENESS	DIRECTION OF DEFENSE	CLEARING OF BALL	STRONG KICK	KICKS—EITHER FOOT	HEADING	TRAPPING	DRIBBLING	SPEED	CONTROL OF MOVING BALL	DEFENSIVE PLAY	PASSING	SHOOTING	CROSSING OF BALL	POSITIONING FOR PASS
GOALIES																
<i>Redd</i>	8	9	9	9	10	9										
<i>Newell</i>	9	8	10	9	9	7										
FULLBACKS																
<i>Cashman</i>	10	9		9	9	9	9	9	9	8	8	9	10			8
<i>Brundel</i>	8	9		7	9	7	9	8	7	7	6	8	7			7
<i>Armstrong</i>	9	9		7	7	7	9	8	6	9	6	7	7			6
<i>Peterson</i>	8	8		7	7	6	8	7	6	8	6	7	7			6
HALFBACKS																
<i>Chadsey</i>	8	9		6	7	7	7	8	8	7	7	8	7		6	7
<i>Rhodes</i>	8	8		8	9	8	8	9	9	7	8	7	9		8	7
<i>McLure</i>	10	10		5	6	7	8	6	6	8	7	8	6		5	7
<i>Southwell</i>	9	9		7	7	8	7	6	6	8	7	8	5		6	7
<i>Kolares</i>	8	8		7	7	7	6	6	6	7	7	6	7		6	7
<i>Brown</i>	10	9		8	8	8	7	7	7	8	8	8	7		7	7
WINGS																
<i>Haw</i>	9	9			8	7	5	7	7	8	7		6	5	7	5
<i>Sides</i>	8	8			9	8	6	8	8	7	8		7	6	9	6
<i>Knapp</i>																

Sample of chart that Coach Warner uses at Navy to evaluate his material, motivate them, and screen out the varsity.

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THE COACH'S PAY

THE coach's pay remains one of the most vexing problems in the educational field. The reasons are simple enough. There are large schools and small schools; large communities and small communities; rich communities and poor communities. There are cities which regally support athletics and cities which barely maintain them.

All these factors bear directly on educational budgets and thus have a decided import on the wages paid to teachers and coaches.

Several years ago, a joint committee of the American Association of School Administrators and the American Association of Health, Physical Education and Recreation formulated a series of general policies on coaching salaries and teaching loads, which included the following:

1. That we should endeavor to pay salaries high enough to provide a comfortable living; without the necessity of teachers seeking extra services, within or out of school, for extra pay.

2. That we should make every effort to equalize the teaching load and benefits available to all teachers, and not grant extra pay for certain school activities.

3. That in the event of unavoidable inequalities, where extra pay is granted, such extra pay should apply to all teachers, and then only after the assignment of a reasonably full teaching load.

How is all this being implemented throughout the country? We'd say with extreme difficulty, judging by the numerous expressions of dissatisfaction by coaches' groups.

Over the past several years, *Scholastic Coach* has received many inquiries by coaches' organizations pleading for information on basic salary scales. Coaches in one area seldom know what the coaches in another area are getting, making it extremely difficult for them to compare and contrast and thus set up equitable standards.

School boards too have had little source material to refer to when devising salary schedules or meeting special coaches' demands. The

general result has been confusion, uncertainty, inequalities, and tension.

A long step in the right direction has recently been made by the Office of Physical Education and Athletics in Hawaii. In setting up an equitable compensation plan for the public high school coaches of the Territory, Director Alvin K. Chang performed a superb piece of researching in regard to current practices in the U. S. He contacted many outstanding administrators and organizations, and surveyed all the available literature on the field.

His summarization of his findings represents an excellent contribution to the field and can be used with great profit by coaches' groups and boards of education. Following is Chang's report on the five major surveys made in connection with compensation for coaches.

Practices in Major Cities

1. *New York City* coaches must be teachers. They are paid extra for coaching, depending upon the number of practice sessions involved in their sport. They are paid at the rate of \$7 per session. What it actually adds up to is this:

Football, \$700 (100 sessions).
Basketball, \$560 (80 sessions).
Track, \$525 (75 sessions).
Baseball, \$490 (70 sessions).
Soccer, \$350 (50 sessions).
Swimming, \$350 (50 sessions).
Fencing, Golf, Tennis, Bowling, Rifery, Handball—\$210 each (30 sessions).

Cross-Country, \$175 (25 sessions).
Asst. Football Coach, \$250 (50 sessions at \$5 each).

2. *Chicago* coaches are members of the physical education staff, and each of them is assigned a time schedule. All are expected to be on duty about the same number of hours. If a coach spends time after school in drilling the team, his program is arranged so that he comes in later in the morning. Under these circumstances, there is no extra pay for coaching.

3. The larger high schools in the suburbs of Chicago have their coaching done by men who may or may not be members of the physical education staff. Each man has a regular schedule of classwork. If he spends extra time in coaching, he's awarded



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The book is designed for boys from 12 to 17. In story form, it demonstrates to boys the social advantages of good regular grooming habits, such as keeping shoes and clothes neat, regular hair brushing, thorough bathing, and dental care.

James J. Heaphy, B.S., M.S., Curriculum Coordinator, Board of Education of the City of New York, has written a brochure of suggestions for teachers to accompany the booklet. Classroom quantities of these booklets, together with the suggestions for classroom use, are yours for the asking. Just fill out the coupon below, send it in, and we'll send you the whole kit immediately.

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an additional salary, depending upon the amount of time he puts in. In general, the extra amount ranges from \$100 to \$200 per sport—with football calling for a little extra since it calls for more time.

3. Cleveland grants no extra compensation for coaching unless the men report in August before the other teachers come on duty. During the regular school year, one or two periods are subtracted from the coaches' other work. This is supposed to balance the extra time spent in coaching.

4. Detroit compensates in time. Football coaches have three periods subtracted from their day's work, while basketball coaches have two periods subtracted.

5. Philadelphia coaches are given the privilege of subtracting a couple of periods from their classwork during a given sports season or of being paid for the extra time at a rate ranging from \$150 to \$300.

6. Buffalo coaches are paid for their extra work at a rate ranging from \$150 for minor sports to \$250 for basketball and \$400 for football.

7. Denver coaches are paid a higher salary than ordinary instructors but are expected to do the coaching in addition to their regular classwork. The extra payment is at the rate of about \$80 per month for the school year.

8. St. Louis coaches are paid on an hourly basis, with head coaches getting \$2.75 and assistants \$2. A limit is set on the number of hours a coach can put in, as follows:

Football, 170 hrs.; Basketball, Track, and Baseball, 150; Swimming, 80; Golf, 40; Tennis, 60; Gymnastics, 80; Intramurals, 105 per semester, total of 210 for year.

Every coach must carry full class load of 5 classes, 1 study hall, 1 free period. Coaching day starts at 4 p.m. with men being permitted two hours of work for pay. For games, men are allowed 3 hours pay.

Officially, a man can be head coach in one major sport and assist in another. But due to coaching shortage, some coaches are being asked to head-coach several sports.

Survey by National Educational Assn.

A survey by the N.E.A. (1947) showed that coaches received additional amounts above their regular salaries in 157 of 197 cities. This policy was adopted chiefly in the larger cities.

The amount of additional salary is arrived at in various ways. The most frequent practice is to establish a fixed amount for each sport. Thus, the football coach might be paid an additional \$400; the basketball coach an additional \$300. In some cities the head coach received a higher amount than the assistants.

In general, football coaches received the highest stipends, with basketball coaches a close second. Coaches of tennis, golf and swimming received the lowest amounts. Athletic directors and intramural directors received additional compensation in some cities. A common practice is to limit coaches to two seasons of coaching during the year.

In some cities, the coaches are not given extra pay. Instead, their teaching loads are adjusted during the period they are coaching. This seems to be a sounder means of solving the problem of overloaded coaches. The practice of paying extra compensation merely perpetuates the excessive load of these teachers. Inevitably, some of their duties will be neglected. Too often, the service program in physical education has paid the price of overloaded coaches.

Survey by American Association for Health, Physical Education, and Recreation

Survey by American Association for Health, Physical Education, and Recreation

The City Administrative Directors Section of the A.A.H.P.E.R. has conducted three national surveys on interscholastic athletic standards. In the most recent of these, made in 1945, the country was divided into sections and replies were received as follows from 189 cities:

1. Should high school teachers of physical education be paid extra for coaching interscholastic sports? Yes: 160. No: 29. The trend is strongly toward paying extra for after-school coaching and the committee recommends that an equitable system be adopted.

2. Should high school teachers of classroom subjects be paid extra for coaching interscholastic sports? Yes: 172. No: 17. When teachers of classroom subjects not directly connected with physical education are required to coach a sport, the trend is ten to one in favor of awarding extra pay in addition to the base salary. The committee recommends that either money or reduced class periods should be given.

3. If 1, 2, or both is checked Yes, should the pay be in money? Yes: 92, or in reduced teaching classroom or gymnasium periods? Yes: 52, or both? Yes: 69. Although the comment shows that a majority of coaches prefer monetary payment, there is a growing trend to require teachers of education to take some reduction in class periods and the balance in money. Many women who coach prefer reduced class periods rather than monetary remuneration. The committee recommends that if any coaches are paid, all should be. Coaches should be paid either in money when there are not enough teachers to carry the standard gymnasium load or in reduced periods when the staff is large. Periods off during the day are not the equivalent of extra pay.

4. What is actually being done for coaches in your schools? Paid in money, 121. Paid by reduction in class time, 23. Paid by combining both methods, 27. No payment of any kind, 18. The trend is five to one in favor of payment in money varying according to the interest shown by the participation of students and the

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By **LESLIE W. IRWIN, Ph.D.**, Professor of Health and Physical Education, School of Education, Boston University, and **JAMES H. HUMPHREY, Ed.D.**, Associate Professor of Physical Education College of Physical Education, Recreation and Health, University of Maryland. 344 pages. Price, \$4.50.

Larson and Yocum—

Measurement and Evaluation in Physical, Health, and Recreation Education

Starting with a brief discussion of the basic philosophy, covering the entire measurement and evaluation program and giving operational guides the authors take up in order, under the general heading of Measurement of the Product of Education, these important functions: First—The Measurement of Organic Functions, covering cardio-respiratory functions, muscular strength, power, endurance, structure and mechanics of the body, and motor fitness. Second—The Measurement of Motor Skills such as the General, Athletic skills. Third—The Measurement of Knowledge, Understandings, Attitudes and Practices. Fourth—Individual Adjustments of Animate and Inanimate Environments. Fifth—The Evaluation of Program Operations. Sixth—The Statistical Tools of Measurement and Evaluation. Seventh—The Administration of the Measurement and Evaluation Program. There is also an Appendix giving test material and enough detail for the administration of the tests.

By **LEONARD A. LARSON, B.A., B.P.E., MED., Ph.D.**, Professor of Education and Director of Research, New York University; and **RACHAEL DUNAVEN YOCUM, B.A., M.A.**, Instructor in Education, New York University, Department of Physical Education, Health and Recreation. 512 pages, 164 illustrations, charts and tables. \$7.50. Published 1951.

Bucher—

Methods and Materials in Physical Education and Recreation

This book represents a compilation of the best methods and materials available for the teaching of physical education and recreational activities. In the field of physical education it is applicable to the elementary, junior high school, senior high school, and college levels. In the field of recreation it is applicable to the various school and community settings where such programs are conducted. It represents a departure from the traditional plan of textbook writing and is applicable to methods and materials courses in teacher training institutions, to required courses of physical education in secondary schools and in colleges, to the needs of physical education and recreation leaders in the field, and to the many lay individuals who are interested in knowing more about the many activities that are presented. This book fits the requirements for a text in methods courses for all levels in physical education and for methods courses in the field of recreation. It is especially adaptable to service courses of physical education where student's interests and desires cover a broad area.

Edited by **CHARLES A. BUCHER, A.B., M.A., Ed.D.**, Associate Professor of Education, New York University, New York. 423 pages. Illustrated. \$6.25. Published 1954.

Weiss and Phillips—

Administration of Tests in Health and Physical Education

This manual supplies a textbook for the laboratory phase of the tests and measurements course in physical education, health and recreation. It contains complete description and instructions for administering tests used in this field. Except for an introductory chapter, the entire book is devoted to a detailed description of tests and their administration. Study questions are placed at the end of each test description as a learning and teaching aid. Knowledge, attitude and performance tests in health, physical education and recreation are included. Only those tests are reported which reasonably satisfy acceptable criteria for a test.

By **DR. RAYMOND A. WEISS**, Assistant Professor of Education, New York University School of Education, New York, N. Y., and **MISS MARJORIE PHILLIPS**, Associate Professor, School of Health, Physical Education and Recreation, Indiana University, Bloomington, Ind. 390 pages. Price, \$4.50.

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nervous energy expended by the coach. The Committee recommends that special teachers of physical education should coach three hours weekly in addition to the regular class load; beyond that they should receive cash in accordance with their roster pay.

Survey by Philadelphia Board of Education

A "Study of After School Activities" was conducted in April, 1953. Returns were received from the 25 largest cities in the U. S. and from 25 of the next 33 in population rank.

1. Is coaching restricted to full-time members of the regular day staff? All cities answered Yes with the following exceptions: Jersey City, New York, Providence, and Worcester, which reported one or more minor exceptions.

2. Do coaches receive additional salary for coaching? All cities answered Yes with the following exceptions: Chicago, Cincinnati, Cleveland, Columbus, Detroit, Kansas City, Oakland, Pittsburgh, Syracuse, Washington, Worcester, and Youngstown, where coaches are given compensation in terms of free time on the teaching roster or where their activities are part of the regular school day.

Survey by Kansas City Board of Education

In 1952, the Research Department conducted a survey of 24 cities comparable in size to Kansas City to learn their practices in the matter of providing extra pay for coaching duties. Summary of practices in the 12 cities immediately larger and the 12 cities immediately smaller than Kansas City:

1. Eighteen of the 22 cities for whom we have information provide extra pay for coaches.

2. Fourteen cities expect coaches who are paid extra pay to carry the same load as any other teacher.

Dallas and Indianapolis release time from teaching as well as pay extra.

Newark gives football coaches two free periods during the season; San Antonio gives head coaches one free period.

Houston pays extra and schedules the last period in the day for coaching.

3. The four cities that do not pay coaches extra for coaching are Cincinnati, Columbus, Oakland, and Pittsburgh.

Cincinnati releases one period.

Columbus releases two periods a day during the semester in which the sport is played.

In Oakland, coaches report one hour later for work for every hour of coaching, with a two-hour maximum a day.

Pittsburgh has a formula for balancing the load of all teachers and pays all personnel on duty at revenue producing activities.

4. In all but 3 cities, head coaches are paid more than assistants. Football coaching receives slightly more

than basketball or track. Salary ranges:

	Head Coach	Asst. Coach
Football	\$200—\$825	\$125—\$675
Basketball	150— 675	100— 675
Track	100— 675	100— 675

Survey by New York State, 1950

A questionnaire was sent to all city superintendents, village superintendents, and central school principals in the State. Fifty-two replies were received from the 62 city superintendents, 76 from the 100 village superintendents, and 279 from the 346 central schools. The following conclusions seem justified on the basis of the findings:

1. Practically all schools have some type of extra pay for extra service policy, but both policy and/or practice is confused or chaotic in many instances and even contradictory in a few.

2. The program of extra pay for extra services has been carried so far in individual school systems that in some instances all duties outside of actual class meetings seem to have been contracted for on an individual piecemeal basis! This may be partially accounted for by an administrative attempt to provide salary increases where boards were unwilling to increase basic salary schedules, although no direct evidence of this was uncovered by the study.

3. City and village schools are much more likely to have extra pay schedules for extra services than are central schools—42 and 38% respectively as compared to 11%.

4. Apparently central schools have gone much further toward a solution to this problem than the village and city schools, since they are much more likely to include extra pay in a basic salary—35% as compared to 10 and 17%—or if there is no salary differential they are more likely to give load compensation—20% as compared to 12 and 8%.

5. Practically all schools—94%—indicate the source of extra pay funds was the board of education. However, only about one third of the schools replying answered this question.

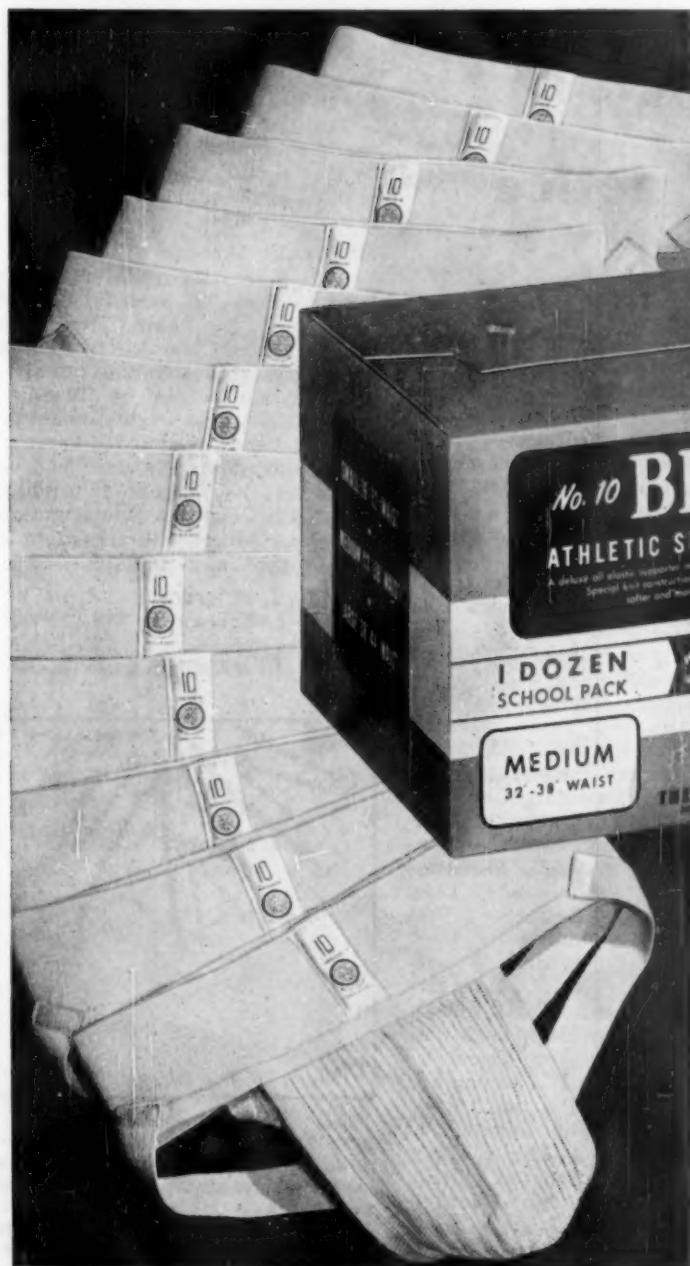
6. Apparent inconsistency in policy and practice within some school systems is explained by a change of policy which was not made retroactive.

7. Less than 2% of the schools replying stated that extra pay came exclusively from gate receipts and only 2.5% reported a combination of gate receipts and Board of Education Funds. One school reported use of city recreation funds for this purpose. Therefore, only 9 schools out of 165 reported deviation from the generally accepted practice of financing extra duties from Board of Education funds.

8. The only instance where all schools reporting gave extra pay for extra service was in city superintendencies for coaching football. Basketball was a close second with 88% of the same group reporting extra pay.

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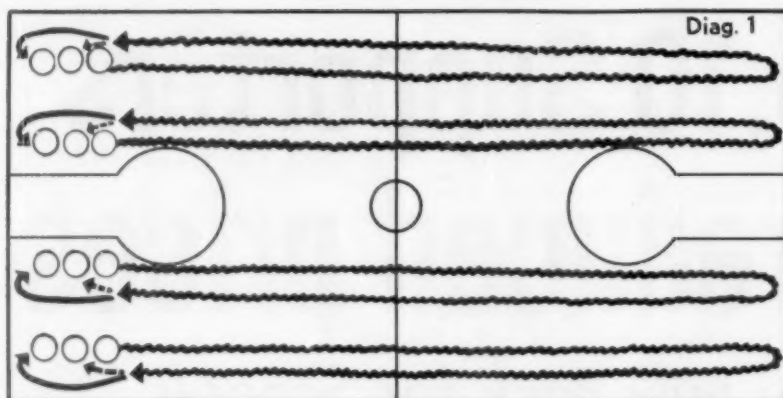


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Diag. 1

By **EDWARD L. WOODS**
Ste. Genevieve (Mo.) High School

SPEED DRIBBLE DRILL: The players line up in four groups at one end of the court. The first man in each group dribbles the length of the floor and back, making bounce or chest pass to the next player. As the latter takes his turn, the first player goes to the end of the line.

The First Five Days of Basketball Practice

BASKETBALL coaching is a year-round job and any coach who plans his program well in advance can be sure of getting the most out of his material. In fact, the best time to start planning is immediately following the close of the season so that by the time school opens in the fall, the offensive and defensive plans should be well-formulated.

The practice sessions should usually be started five weeks or more before the first game. Plan these weeks with the idea of devel-

oping excellent physical condition, sound schooling in all fundamentals, and the ability to run several phases of the offense and defense with precision.

Let's see how this five-week practice period can be blueprinted. We'll assume that a semi-fast break style will be employed, with the team deploying into a double-pivot attack whenever the break fails to materialize. The basic defense will be the 1-3-1 zone, with the zone press and the floating or sinking man-to-man in reserve as auxiliary defenses.

The practice schedule should be divided into five phases, one for each week of practice available before the opening game, as follows:

First Week: Orientation of Players, Orientation of Parents, Conditioning of Squad, Offensive Fundamentals (individual), Defensive Fundamentals (individual), Team Offensive and Defensive Plan (blackboard), Scrimmage.

Second Week: Offensive Fundamentals (individual), Defensive Fundamentals (individual), Fundamental Drills (correlated with play pattern), Team Offense, Team Defense, Conditioning, Scrimmage, Morning Shooting Practice.

Third Week: Fundamentals of Team Play, Team Offense, Team Defense, Stress Shooting Drills, Scrimmage (full length), Morning Shooting Sessions.

Fourth Week: Fundamentals of Team Play, Team Offense and De-



Diag. 2

JUMP SHOOTING: Four chairs are placed around lane. Two groups line up at center. First man dribbles into position before any chair and jump shoots. He then retrieves ball, passes out to next player, and goes to end of opposite line. Two or three balls can be used.

fense (transition), Work on Game Situations, Stress Shooting Sessions, Morning Shooting Sessions.

Fifth Week: Individual Fundamentals, Team Fundamentals, Scrimmage, Shooting Sessions, Study Scout Report, Morning Chalktalks.

The first week should be broken down into detailed time intervals so that all the major areas will be allotted ample practice time, as follows:

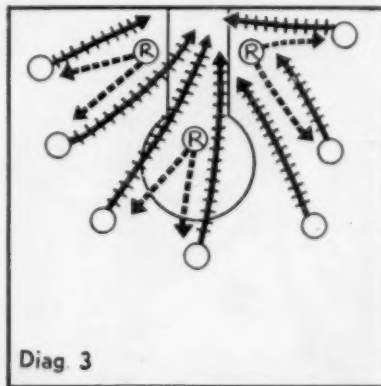
MONDAY: Morning

8:00—8:45: All physical examinations should be completed and turned into the coach. The coach should explain practice times and procedures for attending practice. Training rules should be discussed. Boys' weights and heights should be checked and recorded. Parents' names and addresses should be procured for the purpose of sending them letters containing information on school policy with regard to a sound program of athletics.

MONDAY: Afternoon

3:40—4:00: Dressing and individual warm up.

4:00—4:20: Explain basic shots to



Diag. 3

SET SHOOTING DRILL: Players from semi-circle 15' to 21' from basket and take set shots. Three rebounders are stationed underneath as retrievers and feeders. Rebounders may be changed often to afford all boys ample shooting practice. To keep drill moving, use 5 or 6 balls.

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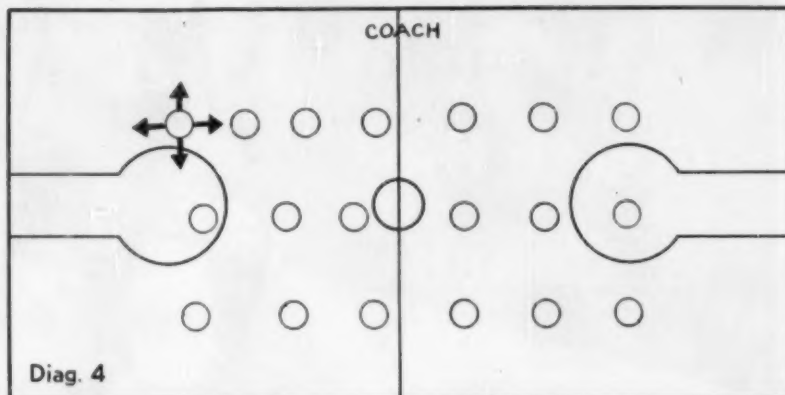


Diagram 6 shows a schematic of a mechanical assembly. It features two large circular components, one on the left and one on the right, which are part of a larger structure. Two smaller circular components are positioned below them. Arrows indicate the flow of material or energy: a solid arrow points from the left large component to the left small component, and another solid arrow points from the right large component to the right small component. Dashed arrows show a cross-connection, with one pointing from the left large component to the right small component and another from the right large component to the left small component. The diagram is labeled "Diag. 6" at the bottom center.

BASEBALL-HOOK PASSING: Two lines form on same sideline as shown. First man dribbles to opposite side of floor, stops, and makes a diagonal baseball or hook pass to second man in opposite group. Passer then falls in behind receiver's line.

tance of shower and dressing warmly before going out.

TUESDAY: Morning

8:00—8:55: Chalk talk on fundamentals of ball-handling, and shooting drills. Explain how these drills correlate with offensive pattern. All drills are cued by letters and numbers so that squad can go into action soon as coach calls out the indicators.

TUESDAY: Afternoon

3:40—4:00: Dress for practice and individual warm-up.

4:00—4:35: Fundamental Ball-Handling and Passing Drills (Diag. 5).

4:35—4:50: Baseball and Hook Passing Drills (Diag. 6).

4:50—5:10: Shooting Drills (Diags. 2-3).

5:10—5:25: Control Dribble Drill (Diag. 7).

5:25—5:35: Rebound Drill (Diag. 8), stressing buffing and outlet pass.

5:35—5:55: Defensive and offensive work—one man set shooting, another man guarding him.

5:55: Care of feet and sore muscles, showers.

(Continued on page 94)



CONTROL DRIBBLE DRILL: Four rows of six chairs each are arranged parallel with sidelines. Players line up on each side of court. Boys dribble around chairs, alternating hands between chairs. Any number of balls may be used. If possible, have a ball for each player.



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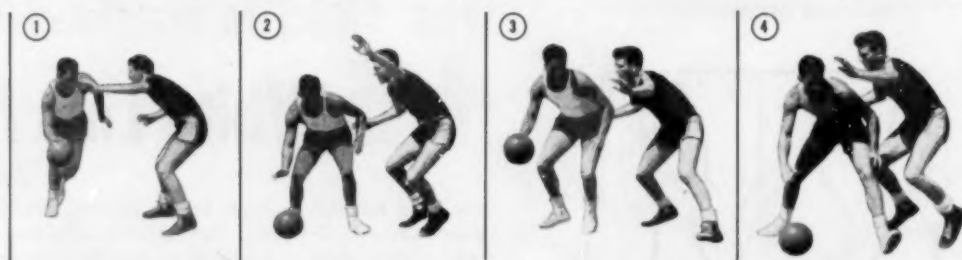
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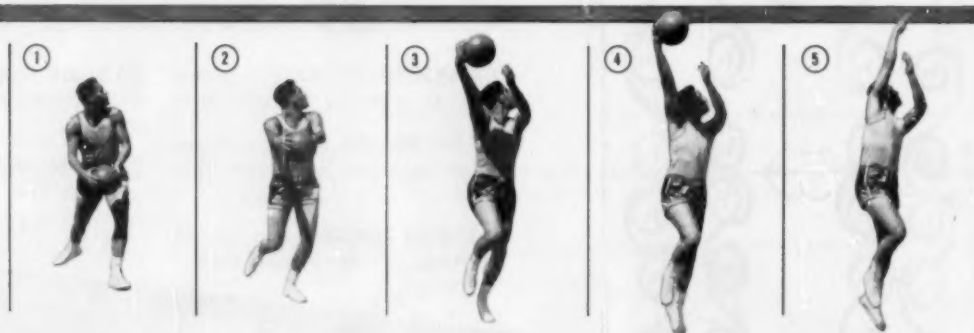
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Hook Shot



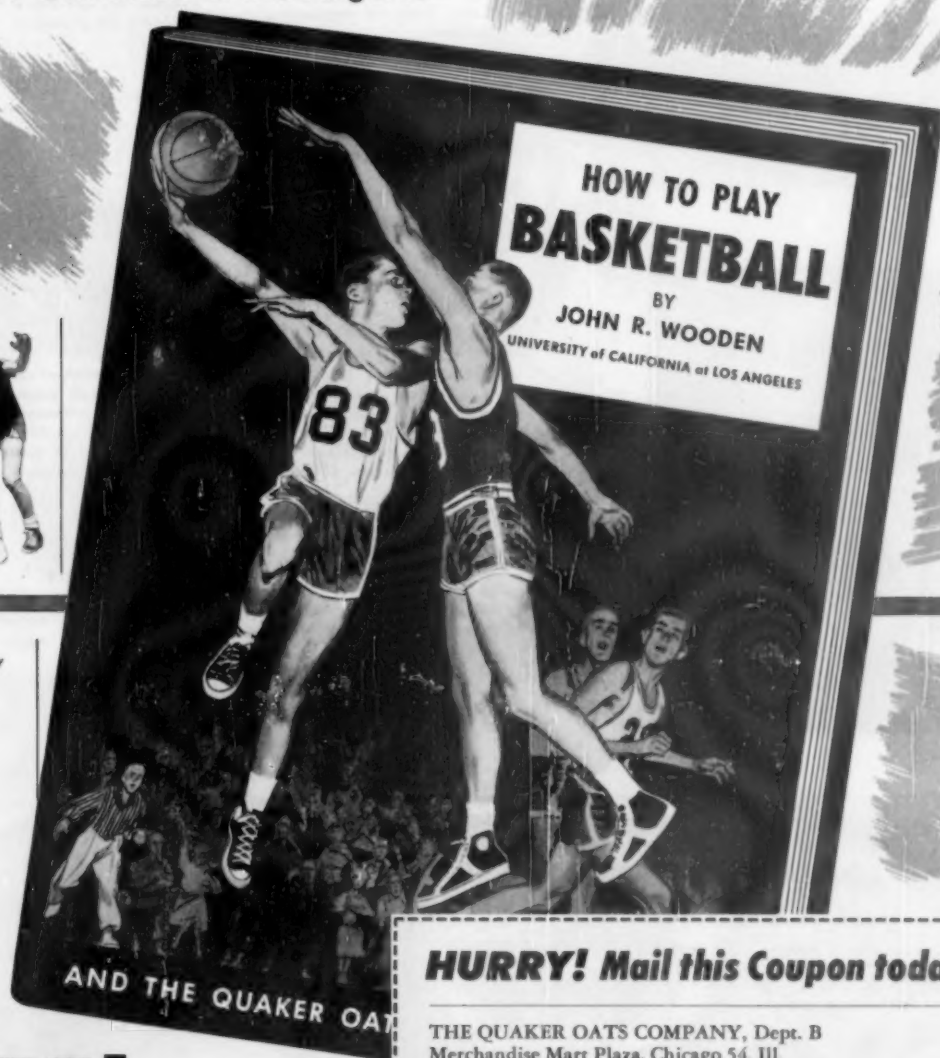
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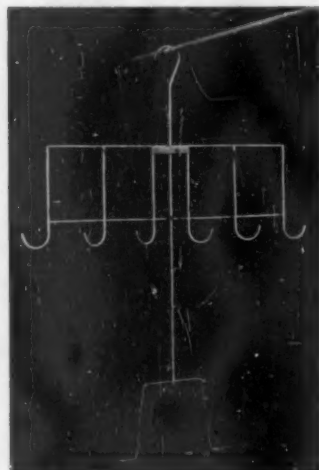
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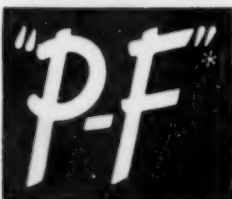
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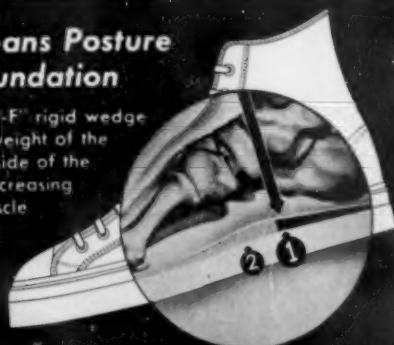


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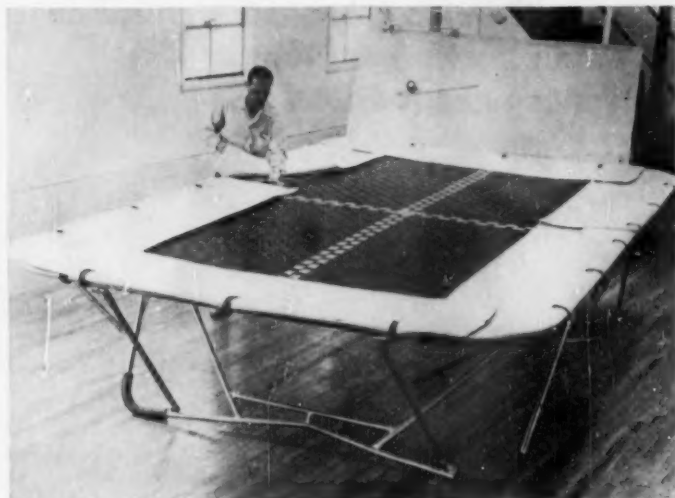
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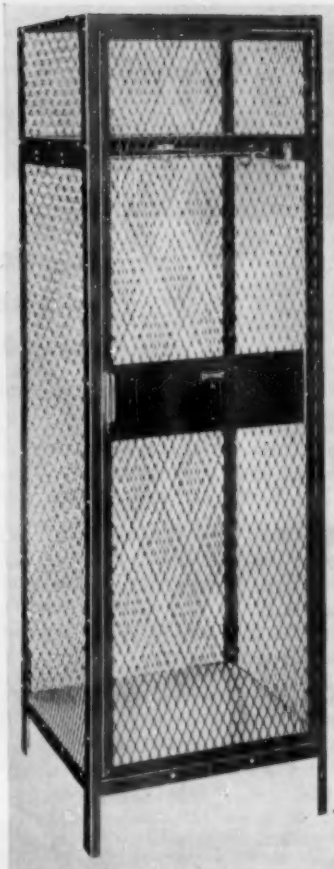
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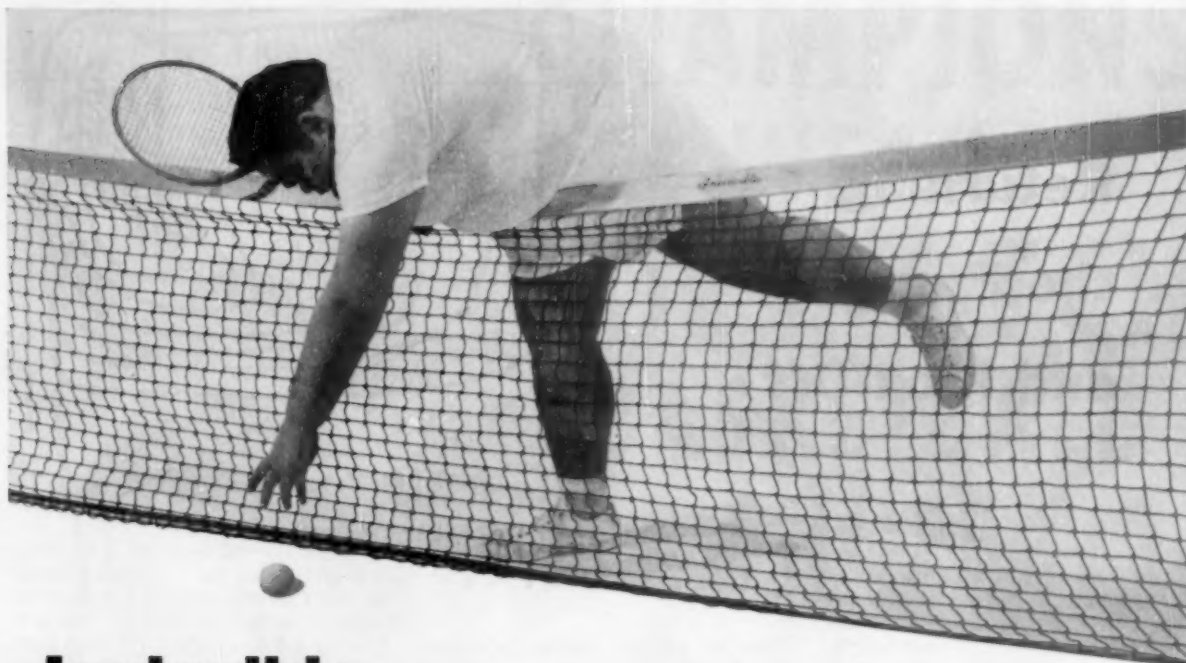
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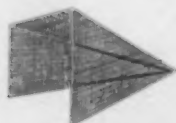
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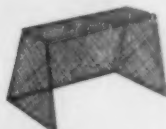
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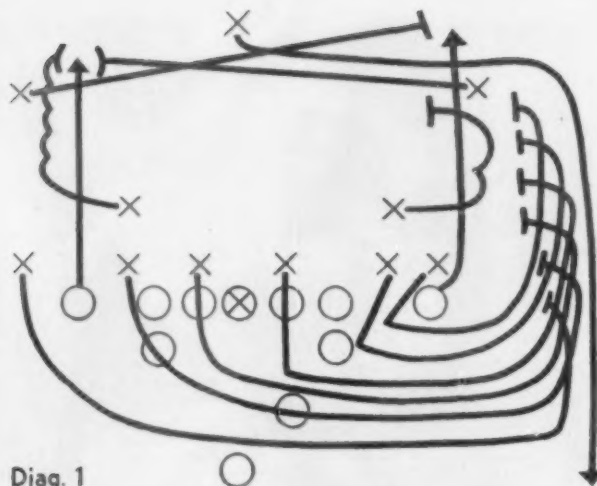


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Returning the Punt and Kick-Off



Diag. 1

By **DUKE GREENICH**
Coach, *Lindenhurst (N. Y.) H. S.*

THE return of the punt and kick-off is an offensive weapon which can spell the difference in many games. It stands to reason that where two teams are evenly matched in the punting department, the team that can return the kicks 10 to 25 yards farther is going to enjoy quite an advantage.

And what can prove more demoralizing than to have an opponent run back a kick for long yardage or even a touchdown? One moment you think you're kicking out of a tough spot or pinning the foe deep in their own territory; and the next moment the enemy is knocking at your gate or going right through it.

Unfortunately, many coaches fail to recognize the importance of organizing their punt and kick-off returns. The return is left to chance rather than design, and the results are seldom resplendent.

How can the ball-carrier's ten teammates lend effective aid when they can't possibly know where, when, and how to block until the

direction of the carrier is determined? And by that time, it's too late to coordinate their efforts.

The shrewd coach leaves little to chance. He plans beforehand for these situations, exploiting the full potential of the eleven players and the open field.

Of course the first thought of the charging linemen should be to block the kick. After the ball is punted, their next thought should be to block for the ball-carrier. **Diag. 1** illustrates one way of returning the punt.

The safety man starts up the middle, running between the defensive ends, and then cuts to his left—running up the sideline between the line and his blockers.

The left half crosses over and blocks the defensive left end outward, while the right halfback crosses over and hits the defensive right end outward. The fullback first

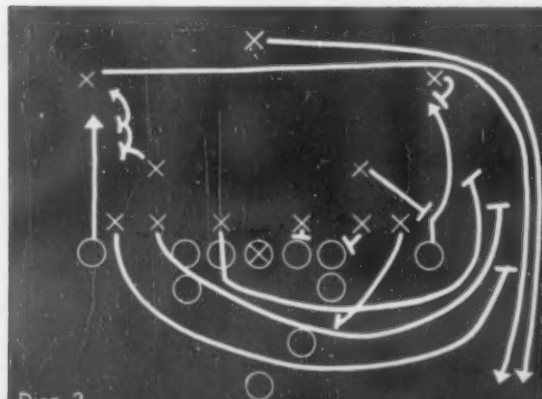
harasses the right end as if to block him in, causing the opponent to work outward on the assumption that the safety man will go around. This sets him up for the right half. The fullback then blocks the first man coming through.

The center harasses the left end. When the latter starts working outward, he becomes a perfect set-up for the crossing left half.

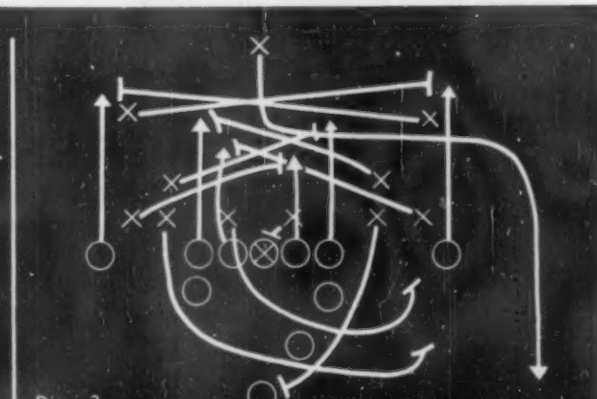
The linemen charge hard, trying to block the kick, after which they run to their left to seal off the sideline. As the safety man approaches the protective alley, the linemen should be in this staggered order: LE, LT, LG, RG, RT, and RE.

Diag. 2 presents a variation of this stunt. The LE, LT, and LG block their men and stay with them, while the fullback immediately blocks the defensive right end and stays with him, ready to knock him down every time he gets up.

The LH blocks the end inward if necessary to spring the carrier into the alley. The center harasses the defensive left end outward, and the



Diag. 2



Diag. 3

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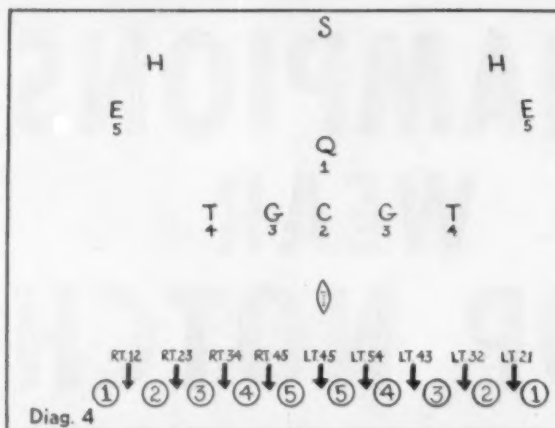
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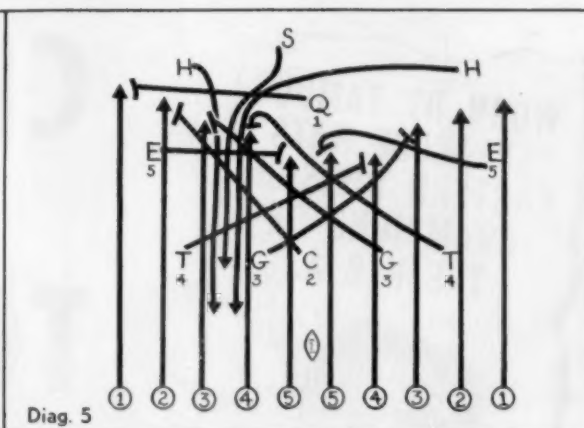
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Diag. 4



Diag. 5

RH leads interference for the safety man. The RG, RT, and RE circle to their left to form the alley, after the ball is in flight.

Diag. 3 offers a maneuver in which the safety man runs up the middle and then cuts to his left. This punt return is very effective when the kicking team has no other alternative but to kick. If a lineman sees an opportunity to block the kick, he tries it. As a rule, however, the receiving team allows the opponents to get the ball away.

The halfbacks cross-block the ends outward, the backers-up cross-block the tackles, and the ends drift back and cross-block the guards. The left guard blocks the center and stays with him, while the right guard swings to his left after rushing the kicker, maneuvering into position to block one of the defensive backs.

The right tackle, after rushing the kicker, swings to his left to aid in blocking the defensive blocks, while the left tackle rushes the kicker and stays near him to block him if the ball-carrier shakes loose.

These three plays, though shown going to the left, can also be executed to the right by merely re-

versing the assignments. Where necessary, the plays may be varied to suit the available personnel. Their effectiveness may thus be increased.

It's also wise to remember that punt returns can be effectively worked to the short side of the field. The defense is often set for the open side, and the element of surprise will thus be in your favor.

To break the ball-carrier loose, the boys must be aggressive. The blocking must be hard, sure, and—above all—properly timed. A man may execute a perfect block, but if it isn't timed right he may knock the opponent right into the runner.

Kick-off returns may be worked in the same manner. In fact, they're easier to teach, since they're usually man-to-man propositions.

In setting up blocking assignments on kick-off returns, coaches may number the kicking team (opponents) consecutively from left to right (1 2 3 4 5 6 7 8 9 10) or from right to left.

Another method is to number the kicking side consecutively working in from both ends, as follows: 1 2 3 4 5 5 4 3 2 1. I prefer the latter as it's more balanced and stable.

Diag. 4 shows how the blocking

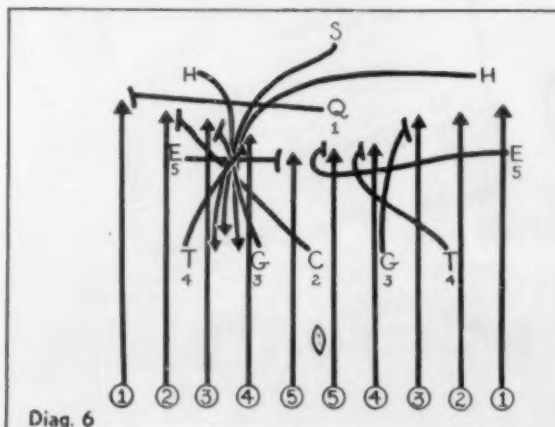
assignments are worked out. The safety man and halfbacks aren't given any definite assignments. The two backs without the ball lead the interference for the third man.

The QB and C block the 1 and 2 men on the side to which the play will go. The direction of the play may be signalled by the QB before the ball is kicked. The signals refer to the holes in between the kicking team's line-up, such as Right 34, Left 21, Right 45, etc. 34 means the hole between 3 and 4, 21 denotes the hole between 2 and 1, etc.

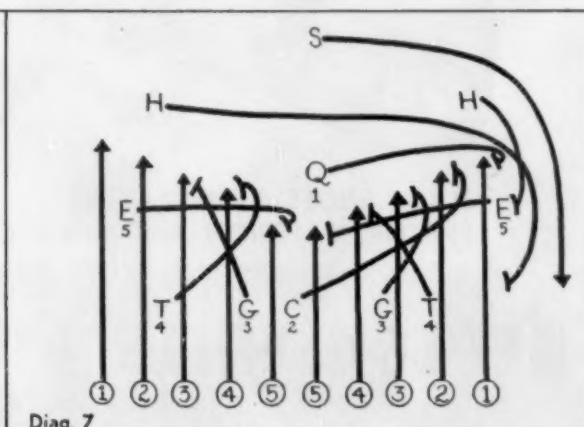
The quarterback can determine in the huddle whether the assignments are to be straight-away man-for-man or cross-blocking man-for-man. **Diag. 5** outlines a Right 34 with cross-blocking, while **Diag. 6** offers a Right 34 straight-away.

The 1 and 2 defensive men on the opposite side of the play are not blocked. If they should smash directly in, the logical counter would be a left around 1 straight-away (**Diag. 7**).

On any of these kick-off plays, the offensive players can exchange assignments with one another in order to get the blocking angles on the opponents.



Diag. 6



Diag. 7

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COACHES' CORNER



Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 33 West 42 St., New York 36, N. Y.

HURRICANE Jackson, the daffy heavyweight fighter, blamed his upset defeat by Jimmy Slade on his diet. "I'm a vegetarian," he explained, "and they made me eat steak."

"Steak is good for you," a reporter insisted.

"Not for me," Jackson replied.

"What do you like?" the reporter asked.

"I'm a vegetarian," Jackson said. "I only like hamburgers."

The difference between a football coach and an athletic director was amusingly delineated the first time Biggie Munn attended practice after moving upstairs to the director of athletics office.

"My," he remarked to his successor, Duffy Daugherty, "you have a bunch of big lads."

"Those 'big lads,'" snapped Duffy, "are the same 'little fellows' you took out to the Rose Bowl last January."

Walter Johnson was probably the gentlest fellow who ever played baseball. One hot summer afternoon, a pest grabbed him and bent his ear for an hour while Walter boiled under the scorching sun. When he finally escaped, Joe Judge said to him, "Walter, why'd you give a jerk like that so much time?"

Johnson thought a moment. "What could I do?" he said. "He was telling me he went to school with my sister."

"Oh," Judge said, "that's different." He shook his head. "I didn't even know you had a sister, Walter."

Johnson smiled faintly. "I haven't," he said.

Through Villanova lost six ball games last season, Coach Art Raimo took the 27-0 pasting by Detroit most to heart. Driving home after the rout, Mrs. Raimo tried to console him.

"Art," she said, "don't be so blue. After all, you have many blessings.

The Lord has been kind. You have me and the six children."

"Honey," groaned the Wildcat coach, "right now I'd trade you all for 28 points."

When Paul Berlenbach was the k.o. artist of the light-heavyweights 30 years ago, promoters had a hard time finding opponents for him. Finally, they signed up a youngster who had never fought in Madison Square Garden before.

As he left his dressing room, the young fellow remarked, "It's quite a hike to the ring, isn't it?"

"Don't worry," snapped a hard-bitten reporter. "You won't have to walk back."

Ogden Nash on the subject of the Davis Cup and its profound effect on international relations:

*September is a curious month
They made the nations brothers
By giving one the Davis Cup
And enraging all the others.*

Joe Garagiola, Cubs' catcher, on the subject of Stan Musial: "Stan is the nicest guy there is. Everytime he comes up, he asks me about my family. But before I can answer, he's on third base. You know, I don't think that guy is sincere."

Call the cops—the Cleveland Browns are robbing the cradle! They've dipped into the "crib"—the high school field—for their latest fullback. He's Chester Gilchrist, 19-year-old star from Har-Brack H. S., near Pittsburgh.

Chester is quite a "baby." He's a 200-pound tank who led Har-Brack through an unbeaten season last fall. Can a high school kid make the big time? Oui, oui—and whee, whee! Charlie Powell, the 49'ers great end, showed it could be done by making the grade direct from San Diego (Cal.) H. S.

Ever hear of a big league club playing their last game on May 28? Impossible,

you say? Well, the Orioles did it this year! Their final game had been scheduled for September 26. When they discovered that the Baltimore Colts had scheduled a football game for that date, the obliging Birds moved their "last game" up to May 28.

Here's another weird-o. The great Mal Whitfield won the annual Atlantic City Boardwalk Mile Run this year—though he finished second! It seems that Mal was given a pace-maker to speed him up over the first half mile. But the fellow—Alex Breckenridge, a Scotsman attending Villanova College—apparently didn't know his own strength. He felt so good at the halfway mark that he decided to keep going—and wound up first in the good time of 4:06.3!

The poor judges almost fainted. They went into a huddle and declared Whitfield the winner. How come? Because Breckenridge wasn't officially entered in the race!

Dick Williams, the Dodgers all-around utility man, doesn't get much chance to play, but he's still batting .400 in the good-humor league. When catcher Roy Campanella went out with a broken hand earlier in the season, Williams quipped: "I'm still sixth-string left fielder, fifth-string first baseman, and fourth-string third baseman. But I'm now third-string catcher."

When the colorful Peahead Walker was third-basing for a semi-pro outfit in West Virginia, the local fans loved to shoot rifles at pop flies. Peahead put up with this nonsense until late July when he strode into the manager's office and announced, "I'm quitting."

"I don't mind those folks shootin' at the pop flies," snapped Peahead. "But last night I heard 'em say they were going to shoot at grounders."

The not-so-simple Yogi Berra, when asked what he thought of Joe DiMaggio's marriage to Marilyn Monroe, threw a perfect strike: "Well, it's better than rooming with Joe Page."

In all his 11 years of baseball coaching, Walter E. Carroll of Arundel H.S., Gambrills, Md., never had a day as nightmarish as last May 21. His pitcher, Don Ahmuty, had a one-hitter going into the last inning against Annapolis H.S.

Don walked the first two hitters, and Carroll relieved him with Wendell Thompson, who proceeded to walk four more men in a row. That made the score 3-2. The next batter lined into a double play at third. Thompson then walked another man to refill the bases. So Carroll brought in his shortstop to pitch. The latter continued the parade by walking two more men.

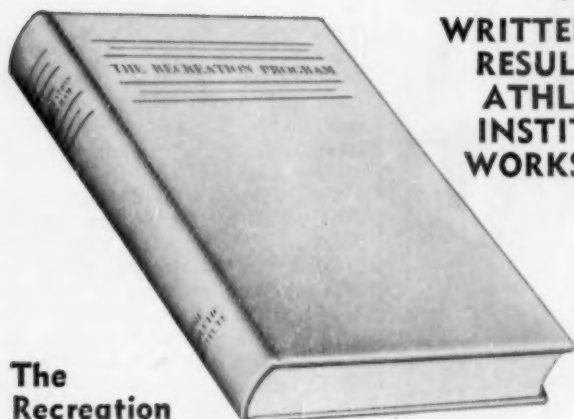
When the clouds finally lifted, Annapolis had scored five runs on no hits, no errors, but nine walks and a wild pitch!

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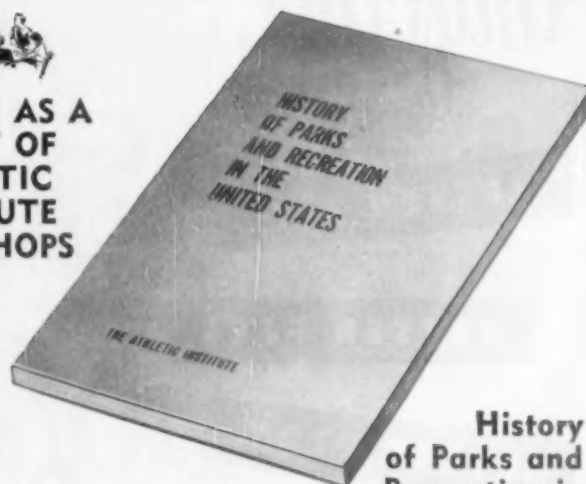
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Athlete's Diet

(Continued from page 38)

tial, if the diet is otherwise adequate, it's pretty difficult to assure an adequate supply of certain mineral elements without ingesting milk. The element of most concern here is calcium.

The question of when milk should be consumed represents a source of considerable disagreement among coaches. Most coaches forbid the consumption of milk during the noon meal on the assumption that it contributes to gastric difficulties later on in the afternoon when the athlete goes into action.

This, of course, is difficult to believe on physiological grounds because of the rapidity with which milk, a fluid substance, leaves the stomach. The problem of the curd development and digestibility of the curd in milk is another matter. But this problem can be greatly minimized where homogenized rather than whole milk is used, since a softer, more rapidly digested curd is formed from homogenized milk.

How much carbohydrate and fat should the athlete have in his diet? Here again we find a great difference of opinion among coaches. Most coaches forbid completely or almost completely the use of sweets. This doesn't make sense physiologically, so long as the sweets are consumed at an appropriate time.

Pie, cake, and candy, consumed in moderate quantities after the evening meal, provide calories. If these calories are adequately protected by a generally good diet, then there's no sound physiological reason for excluding these substances from the diet. They confer a great deal from the standpoint of palatability and are generally liked by young people.

With regard to fat, it's important to point out that it's unnecessary to trim the fat away from meats and other foodstuffs when eating a meal. Instead of carefully trimming the excess fat from a piece of meat, the athlete should often be eating it in order to obtain his essential caloric intake without having to stuff himself with foods of low caloric value.

It's important to remember that fats provide a high source of calories—that is, nine calories per gram—which is two and one quarter times as much as that provided by carbohydrate or protein. Fat therefore adds compactness to the diet. It also confers satiety value in that it tends to delay the emptying time of the stomach.

Hence, a liberal supply of butter in the breakfast meal and a gen-

erous use of fat both in cooking and on the meats and foods themselves in the evening meals make for sound nutritional practice—provided the total caloric intake isn't excessive as the result of this additional fat ingestion.

Here again it's important to refer to the developing weight of the athlete and to adjust the caloric intake to maintain this weight in line with sound physiological and athletic practices.

With respect to vitamins and minerals, nutritionists generally agree that if the diet is a good one, such as would be used by most athletes under average conditions, the mineral and vitamin requirements will take care of themselves.

This, however, may be an oversimplification of the problem. Though there's still a lot to be learned about vitamin requirements, particularly in regard to activities involving excessive energy expenditure, such as athletics, it would appear that supplementary vitamin feeding offers a reasonable solution to the problem. They can't possibly do any harm and can provide an additional bulwark of defense in an unfamiliar area.

In November: An ideal daily and pre-game diet.

Material and System

(Continued from page 28)

the wingback slot whether the formation lines up left or right. In the Single Wing, the right half usually plays the wing on right formations and the left half takes over on left formations.

Though you might be getting results with just one formation, I strongly recommend an auxiliary formation for use in spots when a first down is vitally needed. A T team can easily shift into the Box, and some form of Spread is also extremely worthwhile.

The Box is a good auxiliary formation because it affords the opportunity to use a good runner from the tailback spot, while a Spread enables you to put a good passer back where he can survey the field, pick a flaw in the defense, then hit any of 4 or 5 receivers.

The Spread in **Diag. 7** is a sample of the type that will enable you to get five receivers out. This is very popular in the Southwest where some teams employ it as their basic formation.

The Spread in **Diag. 8** is a bit more balanced, offering a little more bucking and running strength and doesn't tend to drive your passer too deep.

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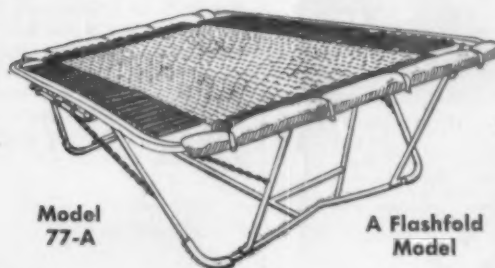


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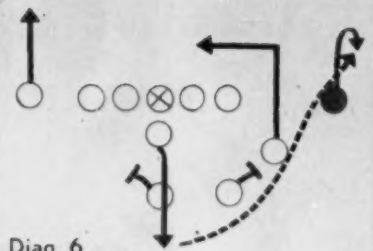
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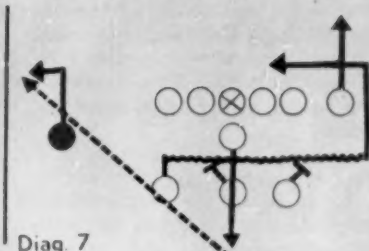
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Diag. 6



Diag. 7

A Complete Passing Attack

(Continued from page 9)

The straight back and angle back passes start in the same series of numbers—301 to 308. Consecutive numbers are the same play pattern, but to opposite sides. Example: 302 means power to the right, 301 is same pattern only to the left.

All patterns are the same for our straight back and angle back passes. The quarterback is taught that on the angle back he reverses out; and the line is taught that their blocking rules on angle backs are different than on straight back passes.

To eliminate the quarterback from having to tell the backs to motion or flank, we do this by the use of our snap signal. On all snap signals of five or more, the back will automatically motion to his designated maneuver. All snap signals of less than five tells the back to flank immediately after breaking from his huddle.

Note: Should the quarterback on any given play pattern want to keep the back from going either in motion or flank, as the play designates, he will use the word "hold." This automatically tells the boy to forget about his rule for motion or flank and release from his set position.

We also use this snap signal to tell our ends to either split right or left. All snap signals starting in less than five tell our end on the side of the power to split out. All snaps of more than five inform our end away from the power to split out.

Should we wish to change the splits from one side to the other, we use

the word signal "switch." This will tell the ends to change assignments as far as their splits are concerned. The word "off" keeps both ends regular.

Therefore, when the play 302 on 5 is called, the left half will go in motion to the right and the left end will split out (Diag. 1).

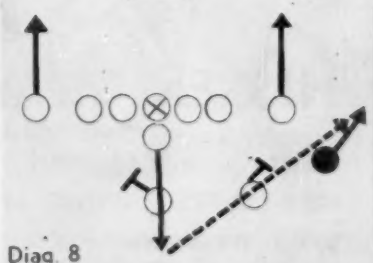
If 302 on 3 is called, the left half will automatically flank to the right and the right end will split out (Diag. 2).

Should the quarterback call 302 hold and switch on 5, the left end will become tight and the right end will split out. The halfback, normally in motion, will stay in his set position and release from there (Diag. 3).

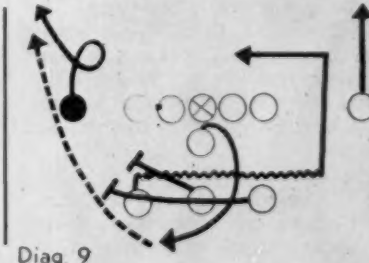
While teaching our backs and ends these rules, we also teach our quarterback one other setup from the signal system... "that on all snap signals starting in 6, the quarterback will angle back to the right, and on signals starting with 7, he will angle back to the left." Splits for end and motion for backs still remain the same. Diag. 4 shows 302 on 7, while Diag. 5 shows 302 on 6. See rules for backs and line.

Our line blocking must also be incorporated into our rules for snap signals. Therefore, all snap signals up to and including 5 designate straight back protection.

Against all five-man lines, our guards, if there are no linebackers in shooting position, will drop straight back and turn out; they are clean-up men.



Diag. 8



Diag. 9



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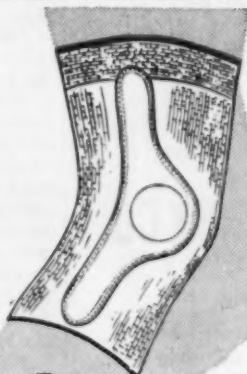
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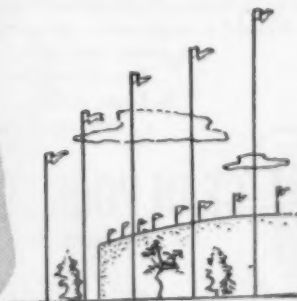


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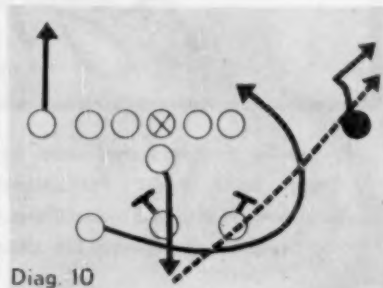
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Now, when we want our quarter-back to angle back, our blocking must change. Therefore, on all signals starting on 6, the pass protection will be to the right. On signals starting on 7, the protection will be to the left.



Diag. 10

Rules for Linemen and Backs on Angle Back Pass Protection:

Linemen—fire out on man over; if no man over, take first man to your outside (side of angle back), recover and zone block.

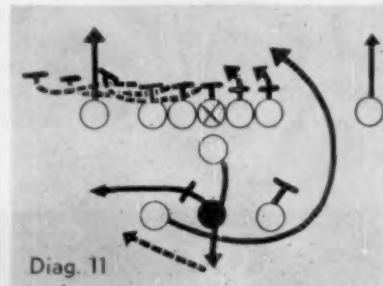
Center—always protect opposite the angle back, except if there's a man over you. In this contingency, set him up for guard, then release to opposite side.

Backs—all backs remaining will always block to the side of the angle back.

With the use of two high number snap calls, we may angle back to the power or away from it. We like our angle back passes to simulate a running series which has been very effective for us. This has the quarter-back reversing out as an angle back, and either swinging wide with ball or cutting back over tackle on a trap. We also reverse back to the motion or flank man and spin back our fullback for a handoff wide.

After our rules have been impressed upon the boys, we teach our set patterns. Although we teach these set patterns and insist that they be memorized, we rarely ever use a straight set pattern. The variation part of our attack is the one that pays off.

The purpose of teaching these set patterns is to give the boy a path to



Diag. 11

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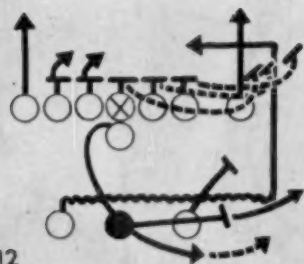


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Diag. 12

run when not called upon for a variation. We have one exception to this rule: "If a variation is called in your set pattern area, **CLEAR THE AREA.**"

When positive that our set patterns have been mastered, we introduce the backs and ends to a practice area that's chalked off for various maneuvers. In this area, you'll find every possible variation that may be called by the quarterback for the backs and ends to run.

From this point on, each and every day, our ends and backs will jog through these variations as a loosening up drill before practice. After the completion of practice, our boys will *sprint* through these maneuvers. In this way, we combine conditioning with techniques.

It would take a book to chart all our possible variations from our straight back and angle back series. For coaches interested in charting some patterns and variations, we will list the rules for halfbacks in motion or flank and halfbacks releasing from the set position. Also listed will be the blocking rules for fullbacks. (Please keep in mind our rules for splits, motion, and line blocking.)

Pattern 301—Right half in motion or flank regular—breaking over the middle short.

302—Left half in motion or flank regular—breaking over the middle short. Ends—straight down. Remaining Backs block their side, except on signals 6 or 7, block to side of call.

305—Left half motion or flank opposite—breaking out long.

306—Right half motion or flank opposite—breaking out long. Ends—down at halfback and in deep. Remaining Backs block their side, except on signals, 6 or 7, block to side of call.

Patterns releasing two backs:

303—Right half motion or flank regular, breaking out long. Left half release to side of motion or flank from set position over middle short.

304—Left half motion or flank regular, breaking out long. Right half release to side of motion or flank from set position over middle short. Ends—angle out. Backs—block to side of power.

307—Left half motion or flank opposite—down and in long. Right half release away from motion or flank, down and out short.

308—Right half motion or flank opposite—down and in long. Left half release away from motion or flank,



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down and out short. Ends—angle in. Backs—block to side of power.

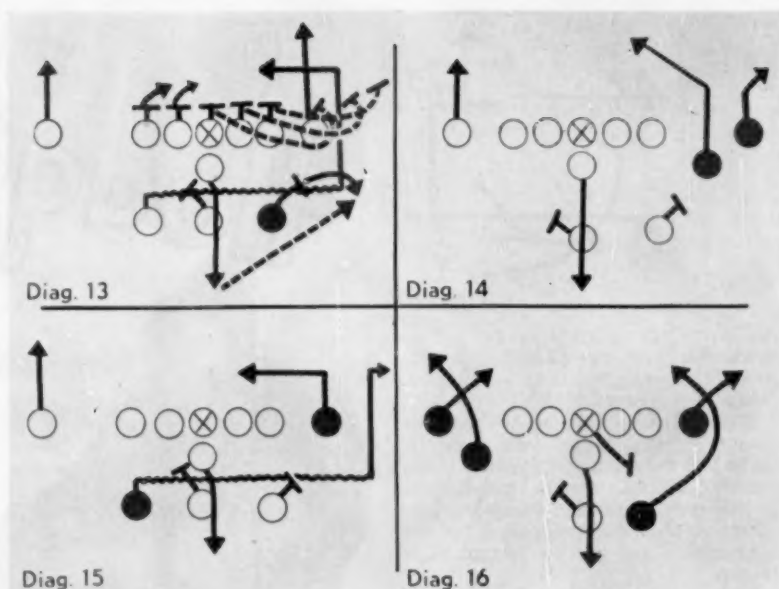
For the purpose of discussion, we will use a 302 pattern to install our various calls for variation. This set pattern gives us regular motion or flank by the left halfback. The ends are straight downfield. The left halfback in motion will break behind the right end over the middle short. (See **Diag. 1.**)

From our various possible one-man maneuvers, we'll give you the quarterback calls for five different ways to call 302. There are at least 12 different one-man maneuvers. Remember, apply the rules of snap signals and blocking rules when checking these calls and diagrams.

- 302—Right End Hook on 3—(**Diag. 6.**)
- 302—Left End at Stick on 5—(**Diag. 7.**)
- 302—Off-Half Angle Out on 2—(**Diag. 8.**)
- 302—Switch-Left End Hook and Go Out on 7—(**Diag. 9.**)
- 302—Hold-Right End Out Long on 2—(**Diag. 10.**)

Along our lines of variation, we may throw screen passes from either the straight back or angle back passes. The following calls offer some of the various ways to call screen passes.

- 302—Hold-Fullback Screen Left on 2—(**Diag. 11.**)
- 302—Off-Fullback Screen Right on 6—(**Diag. 12.**)



302—Right Half Screen Right on 5—(**Diag. 13.**)

These single maneuver variations are quite effective, but since we're scouted frequently, we must add to our maneuvers. As you can see by the diagram of 302, all set patterns tend to run in straight or angle lines, which makes man-to-man defensive coverage quite simple when well scouted.

With this in mind, we try to force our opponents into a double teaching problem. By the use of two maneuvers, we feel they must now start to teach not only man-for-man but switching man-for-man and zone defenses.

In using two maneuvers, we try to simplify by calling letters to simulate pass cuts. The letter calls are always to the side of the two releases. Fol-

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lowing are our two maneuver calls, again applying the use of snap signals for motion or flank, spl. ends, and line blocking.

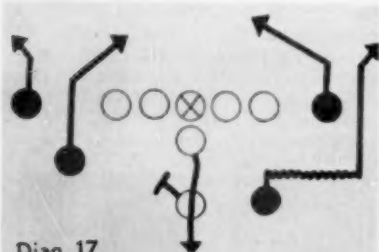
302—"Y" long on 3—(Diag. 14).
302—"T" short on 5—(Diag. 15).

In pass patterns where we release two backs (Example—see rules Pattern 307-308), we have a possibility of a double letter call. This is called by placing the word "double" in front of the original call.

307—Double X short on 2—(Diag. 16).

In the event we're forced into a passing game and must show pass immediately by a double flanker or a flanker and motion, we add the word "second" on the call. This designates the second back to be released to either motion or flank according to what's been done on the snap signal with the first back to be removed from his set position.

As an example, use pattern 307 where two backs are released. Should we wish the first man to flank and the second man to motion with our letter calls or double maneuver, we may call—307 Second, Double "Y" short on 2 (Diag. 17).



Diag. 17

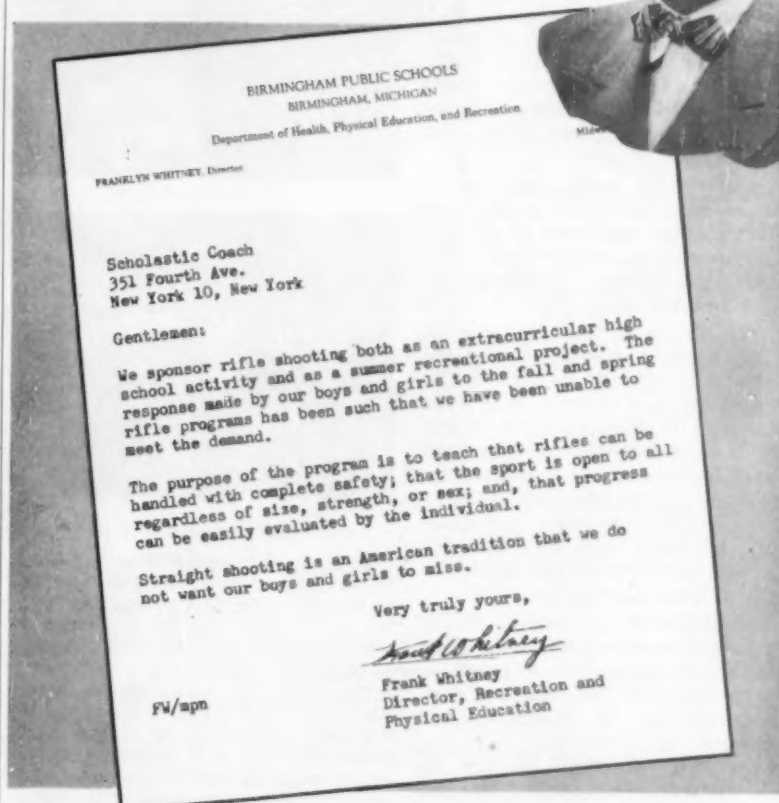
We've tried in every possible way to establish a sound passing offense, with the shortest possible terminology. With the use of snap signals, we've combined 5 or 6 teaching principles in one operation.

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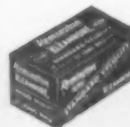
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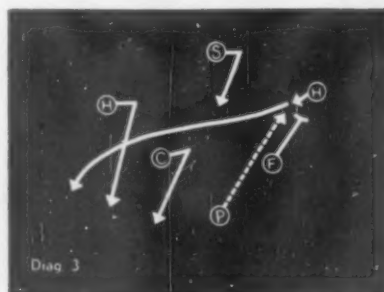
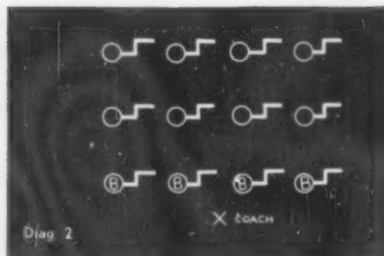
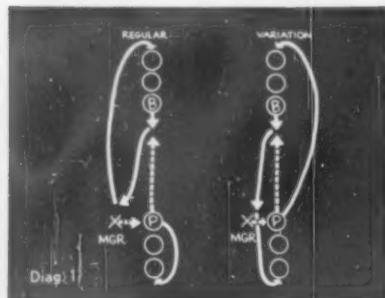
DRILLS play a vital role in the development of football skills. Merely describing or demonstrating correct execution is not enough. The boys must be given an opportunity to practice the skills. And even after they've been learned, it still takes constant repetition to maintain timing and coordination.

I still vividly recall how one of our defensive halfbacks could have pulled a close game out of the fire by intercepting a flat pass while running toward the ball. He missed—and I nearly died.

While thinking about it later on in the week, it suddenly occurred to me that catching a ball while running toward it is a skill that we seldom, if ever, practiced on the field. I then realized that maybe I should have assumed some of the responsibility for that boy missing the ball. And ever since that incident, our backs have been practicing that skill—the proper technique of pass interception—daily.

Our practices are broken down into many drills which simulate game situations as much as possible. By occasionally introducing new drills, we try to eliminate the monotony of repetition and the drudgery of practice. We try to make practice interesting to the boys, and if the drills produce a laugh once in a while, that's all to the good.

Since the defensive secondary is usually neglected in practice, I'd like to outline the drills we've designed for them. These have produced fine results for us and should easily fit into most coaching patterns.



Diag. 1: Our backs line up about 15 yards from the passer, who throws to the backs running toward the ball. We use five or six balls, with the manager feeding the balls to the passers.

The passer is instructed to throw high, low, wide, etc., then move to the end of his line while the next passer steps up and throws. The receiver dashes toward the manager and laterals to him, then runs to the back of his line.

As a variation, we allow the receivers to throw to the passers, thus giving all the boys an opportunity to intercept, pass, and run with the ball. We employ this drill daily and feel it's a great aid in coordinating the hands, eyes, and feet.

On defense, we're constantly emphasizing the importance of not only preventing the opponents from scoring but being alert to score ourselves by one of the following means: (1) intercepting a pass, (2) blocking a kick, (3) recovering and advancing a fumble, (4) tackling the opponent behind the goal line, or (5) returning a punt for a touchdown.

We must prevent the easy touchdown on the long pass where the receiver gets behind the defender, and we must not allow the ball-carrier to flank or go around our defense. The easy touchdown is a demoralizing disaster that must be prevented.

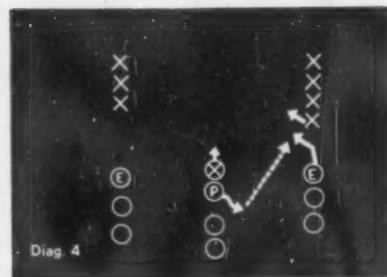
With these thoughts in mind, we've designed a set of drills which develop

proper footwork, going for the ball aggressively, and watching the passer.

Diag. 2: This drill is used daily to teach the backs how to run backwards and to either side, to change direction without crossing the feet, and to watch the passer at all times. The coach holds the ball in passing position, and the backs go in the direction he fakes the throw. Occasionally, he throws to one of the backs.

Diag. 3: Our defensive backs are set up in a 2-2-1 and the passer throws to any spot in the secondary. The closest player catches the ball and the others quickly move toward the ball and form interference for him. We assign the first blocker in the area to block the opponent for whom the pass was intended.

As a variation, we place two men in each defensive position and have them scramble for the ball. As another variation, we set up several dummies in the area and, after the pass is intercepted, have the blockers knock down the closest dummy, get up, and go down the field.



Diag. 4: Probably all of you have used this one-on-one pass defense drill. The passers take turns throwing to one end at a time, with the defensive men covering man to man—trying to keep within three yards of the intended receiver. In the early part of the season, we tell the defensive back what route the end will follow. Later on, the end signals his intended route only to the passer.

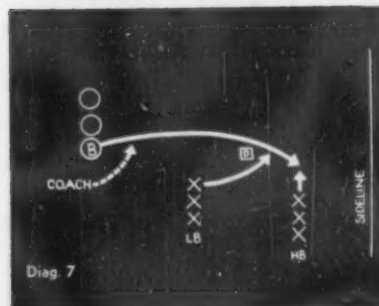
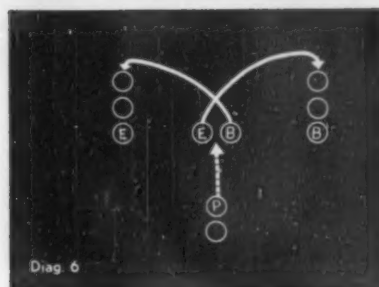
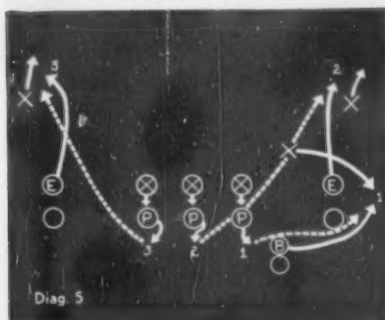
My biggest objection to this drill is that the men have to stand around too long waiting for a turn to pass, catch, or defend. By running the drill as follows, we can utilize the material to greater advantage:

Diag. 5: Line up three centers, three qbs, two ends, and a halfback, plus three backs on defense; and have each qb (passer) throw to a receiver. With three passers throwing at the same time, both your offense and defense get more work and a lot of waiting around is eliminated.

Diag. 6 offers another drill that helps teach the boy to go after the ball aggressively. We use it to help determine our best pass defenders. The passer throws the ball between two men, who scramble for it, then go to the ends of the opposite lines. Helmets should be worn when practicing this drill.

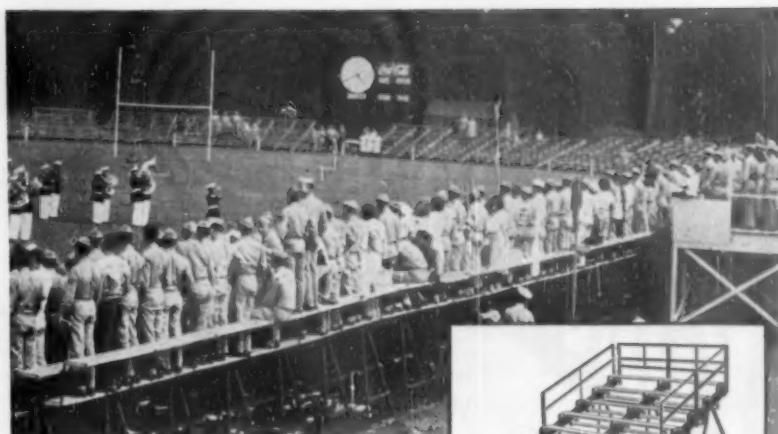
Diag. 7 teaches linebackers their relationship to the halfbacks on the end sweeps. The half comes up on the outside, and our backer is expected to stop the runner if he cuts back. If the carrier has turned the corner and is pinned near the sideline, the half should push, tackle, or block him out of bounds.

The coach tosses the ball to the backs, who take turns running around the dummy. We run this drill about 15 yards in from the sidelines and use it on both sides of the field.

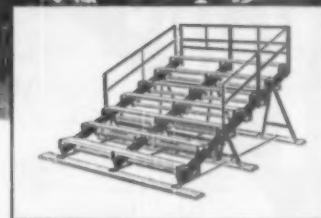


Diag. 8 outlines a variation in which the ball-carriers are moved over and allowed to run straight at the halfbacks. A safety man is used, and several balls are available to keep the drill moving. As another variation, you may put a blocker in front of the carrier.

Linebackers must also be given the experience of meeting hard-running backs with a shoulder tackle and driving them back.



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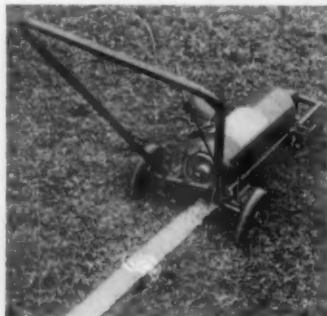
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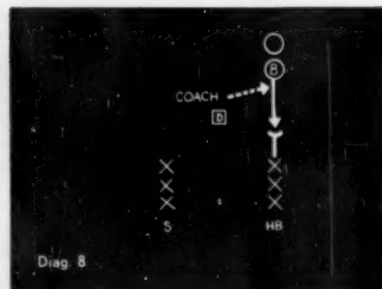
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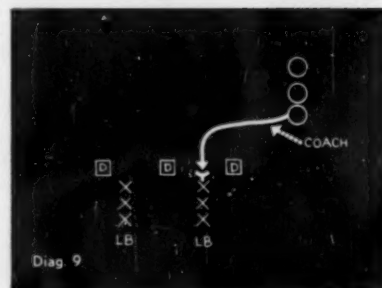
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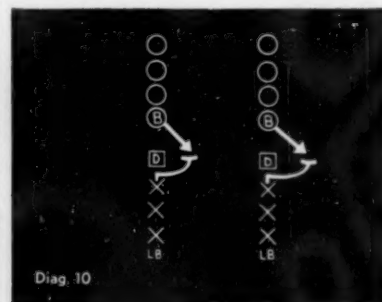


Diag. 8



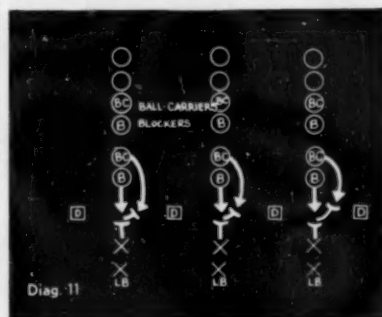
Diag. 9

Diag. 9 provides this opportunity. Set up several dummies about three yards apart, and line up the backs about five yards back. Now toss a ball to each back and have him run between the dummies, where the linebacker should meet him and plug the hole by driving him back.



Diag. 10

Diag. 10 is used to teach our linebackers to deliver or absorb a blow, maintain his equilibrium, recover, and make a tackle. The backers use shoulder or hands on the push-back dummies held by teammates, then slide off and tackle the runner. The drill should be run both ways, and the ball-carrier's take-off must be timed so that the backer can meet him.

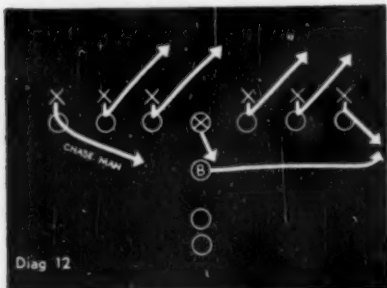


Diag. 11

Diag. 11 furnishes the linebacker experience in playing against a block-

er and ball-carrier. Place the dummies about three yards apart and the ball-carriers about five yards back. The linebacker must meet the force of the block with force. He must play the blocker, react, then make the tackle—never allowing his feet or hands to be pinned by the block. He must also force the blocker into the carrier, being quick to switch hands from blocker to carrier.

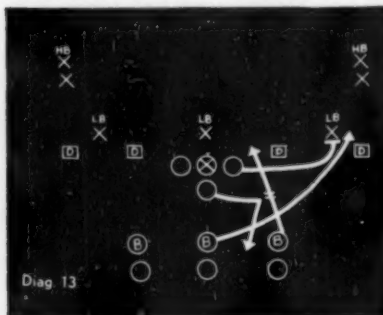
Other essential factors in developing alert defensive play are play recognition, proper pursuit of the ball-carrier, and gang tackling. We have our boys scrimmage against the plays of our opponents, and we attempt to teach the defensive man the quickest way to reach the runner.



Diag 12

Diag. 12: Line up your men as shown, and have each defensive man deliver a blow, control his territory, locate the ball-carrier, and get to him in the shortest time possible. As you can see, the farther removed the carrier is from the runner, the greater his pursuit angle. The carrier can hit any hole he chooses. As a variation, you may include linebackers.

Our halfbacks and safety men are instructed to give ground when confronted with blocker-carrier combinations. They must always protect their blocking gap to avoid having their arms and legs pinned by the blocker. We teach them to feint going in, then step back in order to delay the runner until help arrives. Of course if they can fake the blocker out of position, we want them to drive in and make the tackle.



Diag 13

Diag. 13 outlines an excellent drill to coordinate the movements of the defensive backs. Three linebackers are included in this set-up, and the qb runs the drill to the right, left, or up the middle. Each backer is cautioned to protect his own territory before assisting elsewhere.



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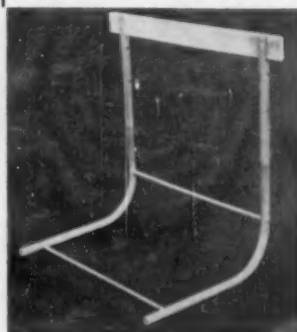
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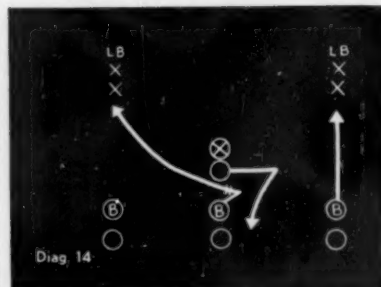
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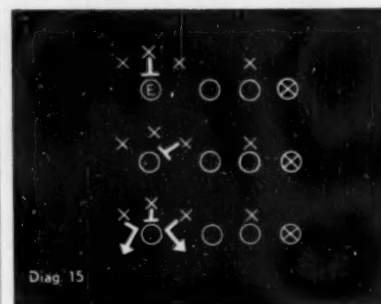
UNIVERSITY ATHLETIC EQUIPMENT CO.

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Diag. 14 is designed to teach our linebackers to look before they go. The qb fakes a hand-off, then gives to the fullback; or he gives the hand-off and fakes to the full. He may also fake to both men and drop back to pass. The linebackers must react accordingly. The drill should be run to both sides.



Diag. 15 is employed to acquaint our linebackers with the principles involved in chugging an end to prevent him from getting down deep on a passing situation. At a given signal, our tackle, end, or backer may work on the line individually or together. The most important defensive principle involved is to watch the man and not the ball.

The top diagram shows the line-backer chugging the end alone, the middle diagram shows the tackle chugging the end, and the bottom diagram shows the three defensive men performing the stunt together.

These drills have worked for us and there's no reason why they cannot do the same job for you. Your boys will have a lot of fun running them—and they'll pay off big in results.

ONE of the most successful schoolboy coaches in the Mid-West, Mike Haddad turned out the Pershing H. S. (Detroit) eleven that won the 1953 City and State championship with a perfect 9-0 slate. A graduate of the Lock Haven (Pa.) State Teachers College and Penn State, for both of which he played football, Haddad originally delivered this paper at the Purdue U. Football Clinic before over 750 high school and college coaches from 10 states.

Beat the Split T by Stunting!

(Continued from page 20)

The tackle has the option of diving to either side, then immediately turning into the quarterback's lane.

P-C: The tackle quickly dives behind the offensive end to cover the deep man.

The backer moves between end and tackle, training his eyes on the quarterback as soon as he can.

The end quickly drops back, watching the line play but being alert for a pass.

P-D: The tackle fakes at the offensive tackle, then quickly drops back and checks for a play into the line or a pass.

The linebacker moves quickly to get position on the deep man.

The end immediately moves in direct line with the quarterback's path.

As previously indicated, each unit operates independently, with the linebacker being responsible for the particular stunt. In the huddle, he informs the defensive quarterback which stunt his particular trio will execute. The quarterback can alter the signal if he so desires.

The stunts are labelled P-A, P-B, P-C, and P-D, as shown. Soon as the game gets underway, the trios immediately begin probing the opposing tackles and ends for weaknesses. They try all the stunts to determine which can prove the most effective. These will vary from game to game, depending upon the offensive alignment, the individual strength of the opposing tackles and ends, and the situation.

At this point, you might ask: What type of play is each stunt particularly effective against? This cannot be answered with any degree of accuracy. There are too many variables to consider, such as:

1. Both the offensive and defensive personnel differ from year to year. A stunt that may be particularly effective one year (or in one game) may not prove as strong the next year (or game).

2. The defense never knows what the next play will be or at what side it will hit.

3. When a particular stunt is always used against a specific play, the offense will immediately alter the play to capitalize on the fact.

It simply doesn't pay to try to outguess the offense.

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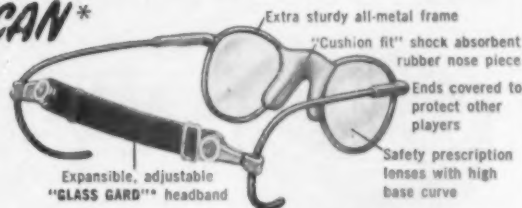
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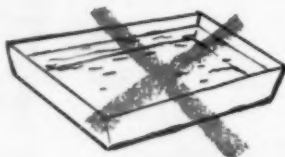
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Mills' Style Punt

(Continued from page 24)

The emphasis is on forward drive, a powerful extension of the knee joint, and a follow-through in a forward direction, rather than on a tremendous hip lift and upward follow-through which takes the kicker completely off the ground with the kicking leg up over head.

This low, forward follow-through leaves the kicker in far better position, protectively speaking, against hard-charging linemen.

The ball is kicked off the instep, never the toes, with the power being applied to the back half of the ball, imparting an end-over-end action. The long axis of the ball should fall exactly over the instep.

In other words, if the bottom seam of the ball were heavily chalked, it should, upon striking the instep, leave a straight chalk line perpendicular to the lacing of the shoe. Incidentally, chalking that seam is an excellent method of checking your kickers in practice, or of having them check themselves for accurate dropping of the ball.

FOLLOW-THROUGH

If the kicker has produced the correct momentum on his steps and leg drive, he will continue to move forward a step or two after contact. He should not leave the ground, except with the heel of the balance (non-kicking) foot. The weight is kept forward throughout the kick, with the body never being allowed to fall or lean back. It's very important to keep the weight forward.

THE KICK

Mills wanted his kickers to use end-over-end punts away from the safety man, which would roll and bounce unpredictably. The low, rolling, end-over-end punt, with its emphasis on speed, low trajectory, and maximum roll, is effective in any weather, far more so than a towering punt into a strong wind. The latter produces a spiral which often noses down and hits point first, bounding back 10 or 15 yards.

The straight-ahead position of the ball in the kicker's hand almost guarantees an end-over-end action, since the spiral is produced by holding the ball at a slight angle.

I've seen a mediocre kicker, after three weeks of work under Mills, punt 75 yards (including a roll) out of bounds under game conditions, an amazing performance considering the fact that the boy had never been able to kick over 35-40 yards in the air before working with Mills.

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Although the quick kick has been neglected in recent years, coaches with strong defensive teams may resort to it with considerable profit. The technique of this kick is the same as for the regular punt, except for the initial footwork.

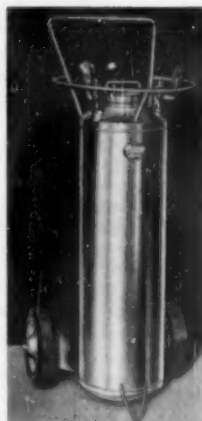
The kicker assumes his regular offensive stance. One count before the snap, keeping low, he takes a fast step backward with his right foot and a quick short step back with his left, putting him in his regular punting position. (During the backward move, he shifts his feet in order to face his target.)

He receives the snap just before or just as he reaches this set stance. He then rocks forward on the right foot, steps with the left, and drives into the ball, following through as before.

Mills-taught teams quick-kicked, kicked on first and second down, returned punts by punting the ball back, and used the punt as an offensive weapon—a ground gainer and surprise maneuver.

A heavy team with a rugged defense might punt on second or third down throughout the first half, letting the lighter opponent beat his head against their stonewall defense. Then in the second half, the heavier team, relatively fresh, might completely overpower the lighter club.

THOUGH LeRoy N. Mills has been dead 15 years, his theories of kicking keep growing in popularity. He was among the first to recognize the potentialities of the kicking game, and a better kicking coach never lived. A lawyer by profession, he made punt-teaching his hobby. For more than 30 years, he passed his weekends educating schoolboy and college kickers throughout the land. His book, *Kicking the American Football*, appeared in 1931 and still is the bible on kicking. In September and October 1937, he wrote two splendid articles for *Scholastic Coach* (the first of which was reprinted in October 1943) in which he detailed his theories and personally demonstrated (in motion picture sequences) all the different types of kicks. From time to time over the years, Mr. Mills' theories have been expounded by various authors in *Scholastic Coach*, the most famous being Reverend Arnold A. Fenton. And now comes Roy Merritt, baseball coach at M.I.T., who had the privilege of studying under Mills for three years; and who now coaches high school kickers as a sideline.



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All-American High School Track Team

● Five new national record holders are included in *Scholastic Coach's* fourth annual four-deep honor team. As usual, California ran away with state honors—gleaning 19 places. Texas was runner-up with 7, followed by Pennsylvania, Illinois, and New York with 3 each.

Consistency of performance rather than a single superlative effort furnished the basis for selection. No effort was made to rate the boys 1-2-3-4. The four most consistent performers were simply arrayed in alphabetical order.

Individual honors were won by Rafer Johnson of Kingsburg, Cal., a great all-around performer who placed in the discus and both hurdles. Four other athletes were named in two events apiece.

1954

100 YARDS

	Best Mark
**James Jackson (Alameda, California)	9.4
Robert Morrow (San Benito, Texas)	9.6
George Sydnor (Haverford, Pennsylvania)	9.7
Charles Tidwell (Independence, Kansas)	9.7

220 YARDS

Glenn Davis (Barberton, Ohio)	21.4
James Jackson (Alameda, California)	21.0
Leamon King (Delano, California)	21.2
Robert Morrow (San Benito, Texas)	21.1

440 YARDS

Harold Caffey (Lyons Twp., La Grange, Illinois)	49.0
James Kennedy (Garland, Texas)	49.0
Eddie King (Salinas, California)	48.7
Bruce Kitchen (Riverside, California)	48.7

880 YARDS

*Donald Bowden (Lincoln, San Jose, California)	1:52.3
Merrill Pratt (Palmyra, New Jersey)	1:56.8
Bob Skerritt (Warren Harding, Bridgeport, Connecticut)	1:58.1
Caesar Smith (North, Des Moines, Iowa)	1:58.0

ONE MILE

Richard DiCamillo (Mont Pleasant, Schenectady, New York)	4:23.6
Tyson Hadley (Bellflower, California)	4:24.1
Fred Kerr (West York, Pennsylvania)	4:27.0
*Max Truex (Warsaw, Indiana)	4:20.4

HIGH HURDLES

Phil Eason (Classen, Oklahoma City, Oklahoma)	14.4
Rafer Johnson (Kingsburg, California)	14.3
Bob Lawson (Aberdeen, Washington)	14.5
Bob Russell (Altoona, Pennsylvania)	14.4

LOW HURDLES

Rafer Johnson (Kingsburg, California)	19.0
Emmett Smallwood (Galena Park, Texas)	19.0
*Bill Swisshelm (Santa Ana, California)	18.7
Monte Upshaw (Piedmont, California)	18.8

HIGH JUMP

Dick Dailey (Hayward, California)	6-5½
Tommy Kelly (Sunset, Dallas, Texas)	6-5¾
Clarence Miller (Crane, Texas)	6-5¾
Phil Reavis (Somerville, Massachusetts)	6-5½

POLE VAULT

Charles Brewer (North Phoenix, Arizona)	13-6¼
Bob McKay (Inglewood, California)	13-7½
Joe Rose (Hoover, Glendale, California)	13-7½
Sam Whitney (Benson Tech, Portland, Oregon)	13-1½

BROAD JUMP

Kent Floerke (Rosedale, Kansas City, Kansas)	24-1
Ted Johnson (Rice, New York City)	23-3¾
Joel Stafford (Jefferson, Los Angeles, California)	23-8
*Monte Upshaw (Piedmont, California)	25-4¼

SHOT PUT

Dick Bronson (Grossmont, San Diego, California)	60-4½
Daniel Everage (Jordan, Los Angeles, California)	60-10¾
Winfield Willis (Waynesboro, Virginia)	57-2½
Dick Winterbauer (Arlington Heights, Illinois)	57-2¾

DISCUS

Joe Irvin (Amarillo, Texas)	173-0
Rafer Johnson (Kingsburg, California)	174-4¼
*Al Oerter (Sewanhaka, Floral Park, New York)	184-2¾
Dick Winterbauer (Arlington Heights, Illinois)	175-5½

JAVELIN

Bob Anderson (Marion, Louisiana)	185-6
Robert Martin (Lake Washington, Kirkland, Washington)	192-3½
Gene Orowitz (Collingswood, New Jersey)	193-4
Ray Taylor (Salem, Oregon)	185-¾

*Broke national high school record

**Tied national high school record

**THE 1954
 ALL-AMERICAN
 HIGH SCHOOL
 TRACK TEAM**

THE 1954 scholastic track season proved the greatest ever, with no fewer than five individual marks shunted into oblivion and one other record tied.

The full import of the record smashing may be gleaned from the fact that Jesse Owens' 21-year-old broad jump mark of 24-11¼ was broken by Monte Upshaw of Piedmont, Cal., who leaped a dazzling 25-4¼, and that Jesse's 21-year-old 100-yard dash mark of 9.4 was tied by James Jackson of Alameda, Cal.

Other record-shattering performances included:

880 yards, 1:52.3 by Don Bowden, Lincoln, San Jose, Cal.

One Mile, 4:20.4 by Max Truex, Warsaw, Ind.

Low Hurdles, 18.7 by Bill Swiss-helm, Santa Ana, Cal.

Discus, 184-2¾ by Al Oerter, Sewanhaka, Floral Park, N. Y. (not officially recognized).

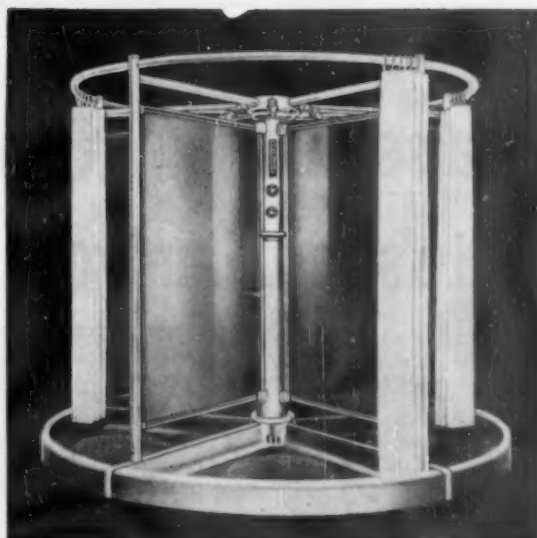
Mile Relay, 3:19.8 by Robert E. Lee H.S., Baytown, Tex.

One of the important developments in high school track is the increasing number of outstanding all-around competitors being produced by schoolboy coaches. In fact, so many cropped up this year that *Scholastic Coach* considered adding a special "decathlon" event to its annual All-American High School team.

Rafer Johnson, who placed in three categories on our team, is a top prospect for Olympic fame. He's better than Milt Campbell was in the weights, weaker in the jumping events, about the same in the sprints and hurdles. Bob Lawson, a hurdling selection, competed in nine events in *one day* in the Oregon AAU championships, but had to be content with only a triple in his state meet!

Also outstanding was Glenn (Jeep) Davis who scored 20 points to single-handedly win the Ohio championship for Barberton.

The kudo for outstanding performance by a freshman must go to Charlie Brewer of North Phoenix, Ariz. This high school yearling pole vaulted 13-6¼!



Complete 5-Stall Shower with receptors at bottom. Also made in wall-type 3-stall units.



Column Showers (no partitions) provide lowest cost shower facilities. They serve five bathers simultaneously.

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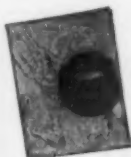


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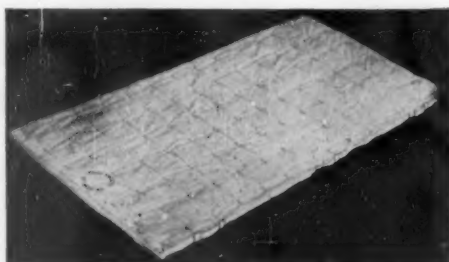
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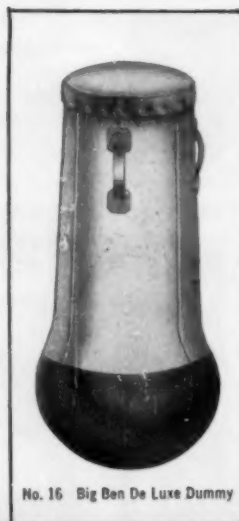
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Trap Patterns

(Continued from page 6)

the essentials of blocking, fast starts, ball-handling, and deception. Then, after you and your players become more experienced with this one style, you can incorporate minor adaptations.

In eight years of coaching T formation football, I have made but three changes in offensive alignments. Those are: splitting my line, setting off my ends along with a single or double flanker, and splitting a strong-side end and placing a back in the seam.

Diag. 1 shows my best trap play. You'll quickly note the slight oddity in backfield alignment—the right halfback is placed in the seam. This was done to offset his lack of starting speed. A fine blocker—the best on the team—he proved much more efficient from the "up" position. This position also placed him close enough to run the reverse, which has a delay.

Such changes in deployment are essential when adapting the offense to the ability (or lack of ability) of the personnel.

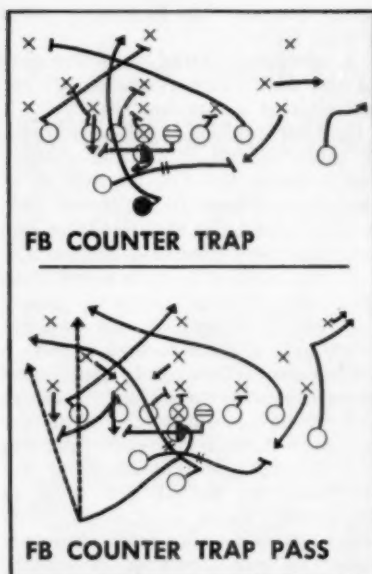
The qb works no deeper than one yard behind the line. He uses a complete spin, handing off on the inside. He whirls hard and fakes a pitchout to the fullback. The same ball-handling is used on the swing pass off this trap (**Diag. 3**).

Question number two, anent new trends in T offenses, brings us to a trap series which is rapidly catching on in modern styling (**Diags. 2-3**). This is the fake trap sequence in which the ball is maneuvered through a three-way pattern, finally winding up in the hands of the back to whom it was first faked.

This three-way cycle—faking to a given back, repeating the fake to a would-be carrier, and then handing off or throwing to the back who made the first fake—is dynamite once it is mastered.

Practically all deception today is based on faking to one back and giving to another. Seldom do we find the defense expecting the first decoy to wind up with the ball. To defense such a move, would call for linebackers and ends to use man-to-coverage of all backs on all plays, an assignment used only in rare cases. This would mean a lot of lateral floating by the defense, which would set it up for outside tackle slants and counters to the inside.

Although I've been using this new trend of ball-handling since 1949, it's only fair to mention that I bor-



Note similarity of assignments in these plays. Linemen make initial charge same way on both plays. If pass is coming, they then use retreat blocking. LE must decoy safety. Passer then keys off on direction taken by defensive RH. Passer rolls outside of defensive end, and runs if corner linebacker moves in on trap hole. On this option run, RE, LE, and FB peel back and form inside wall.

rowed it from "Frosty" England, of Dayton, whom I consider one of the outstanding offensive coaches in the country. I'm certain that England can be credited as the first coach to build a system around this theory.

Digs. 2 and 3 show a pitchout and a swing pass which I have patterned to England's ideas. The plays are simple in application and place heavy pressure on defensive ends and halfbacks. This was my first experience with the three-way maneuver and on the basis of its success, I felt it a logical ingredient to mix with other plays.

As to the pass plays diagrammed in this writing, I must refer to my article on "Sequence Your Plays." In it I showed how trap plays serve as a "softening up" measure against hard-charging linemen. I also made mention of our line spacing, which offered better blocking angles on linebackers. If the trap serves these purposes, then the opponents invite straight-ahead blocking, which removes the greatest detriment to the throwing game, that of *rushing the passer*.

With the threat of a trap, linebackers will be delayed in their coverage of flat passes and those of the swing variety. This reasoning, therefore, appears sound enough to warrant a passing attack which has its beginning in a trap sequence. In order to achieve any success with

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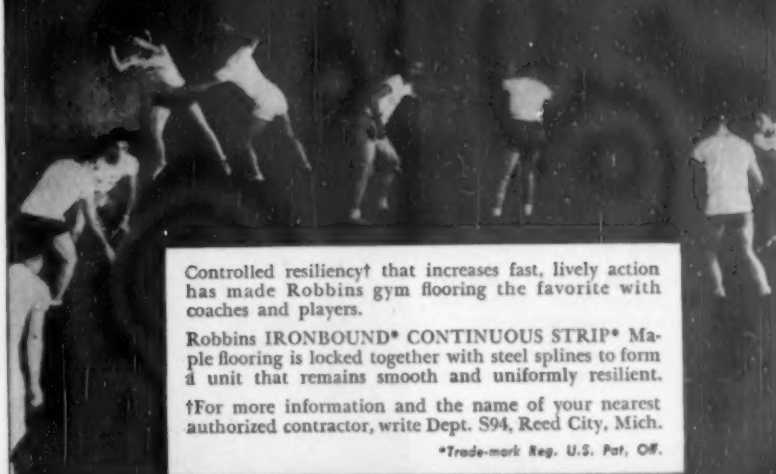
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these passes, the following rules should be noted:

1. Every pass play, from the snap of the ball, must resemble all the patterns of a running trap play.

2. There should be few changes, if any, in the individual assignments along the line as well as in the course taken by the backs. This helps disguise the real intention and sets up easier blocking angles.

3. It's unwise to have more than three receivers out for any pass.

In my T, I employ but two receivers. If a third is sent out, or a faking back manages to get in the open, both men merely act as decoys and we do not throw to them. Our two-man pattern generally operates in a flooded zone and whatever the coverage, we expect one man to work free. These limited receivers and receiving areas make it much easier on our throwers, especially when being rushed.

According to our scout reports, we try to run our decoys into the areas of the opponent's strongest defenders. This permits our best receivers to flood territories covered by the opponents' weakest defensive unit.

We don't bother to throw over the middle or into any crowded area where the ball might be picked off or batted about until it falls into enemy hands. If the pass is intercepted, we want it to happen in the deep flats or far down the middle where we have a chance to recover. A long intercepted pass often serves better than a kick.

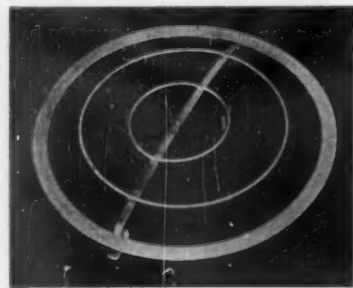
Another advantage of passing off this trap series is that it offers the qb a chance to recover muffed balls. The natural delay that accompanies trap blocking offers the ball-handler a chance to scoop up a fumble and sneak through the trap hole. On such occasions, the closest back, seeing the muff, should forget his original assignment and hit for the hole. He should lead the qb through or yell for the delayed handoff.

In answer to those who asked for diagrams of successful plays, I'd like to repeat that a coach should experiment with the T until he determines the personnel best qualified to perform from a certain formation. Every coach eventually chooses one such alignment as his "bread and butter" line, and the success of this measure might be an unorthodox spacing of a single man.

Diag. 1 shows the adjustment I favor to accomplish better results.

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By Frank Sedgman. Pp. 132. Illustrated—
photos. New York: Prentice-Hall, Inc.
\$3.95.

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- **THE RECREATION PROGRAM.** Pp. 342.
Illustrated—photos and tables. Chicago:
The Athletic Institute. \$3.

THE tangible outcome of the Second Annual Workshop on Recreation held last winter, this book represents the findings of a group of recreation specialists from a wide variety of agencies, organizations, and institutions.

The book brings together all the major kinds of recreation activity. It covers program interests and needs in terms of the present as well as the future.

Areas thoroughly covered include arts and crafts, dance, drama, games, hobbies, music, outdoor recreation, social recreation, special events, and voluntary service.

- **THE ADMINISTRATION OF PHYSICAL EDUCATION FOR SCHOOLS AND COLLEGES.** By William L. Hughes and Esther French. Pp. 383. Illustrated—tables and diagrams. New York: A. S. Barnes and Co. \$4.50.

DESIGNED as a guide for administrators, coaches, teachers, and students, this text presents desirable standards and policies for the administration of physical education on all levels through school and college, for both sexes, and in all phases of the program—required classes, intramurals, varsity sports, health, and recreation.

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- **PHYSICAL EDUCATION AND HEALTHFUL LIVING.** Edited by Lester M. Fraley, Warren R. Johnson and Benjamin H. Massey. Pp. 198. New York: Prentice-Hall, Inc. \$3.65.

THIS book consists of a collection of specially selected, clearly written articles designed to acquaint the reader with the bases of healthful living.

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All in all, the book contains 31 interesting treatises. Among the outstanding contributors are Frederick W. Cozens, David K. Brace, Jay B. Nash, Jesse F. Williams, Thomas K. Cureton, Peter Karpovich, Arthur Steinhaus, Frederick Rand Rogers, and Charles H. McCloy.

- **HEALTH FOR EFFECTIVE LIVING.** By Edward B. Johns, Wilfred C. Sutton, and Lloyd E. Webster. Pp. 473. Illustrated—photos. New York: McGraw-Hill Book Co. \$4.75.

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- **PHYSICAL EDUCATION HANDBOOK** (2nd Edition). By Seaton, Clayton, Leibe, and Messersmith. Pp. 283. Illustrated—photos, diagrams, and drawings. New York: Prentice-Hall, Inc. \$4.65.

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- **HCW TO PLAY FOOTBALL** (Featuring the Split T Formation). By Charles (Bud) Wilkinson. Pp. 24. Illustrated—photos. Chicago: The Quaker Oats Co. Free.

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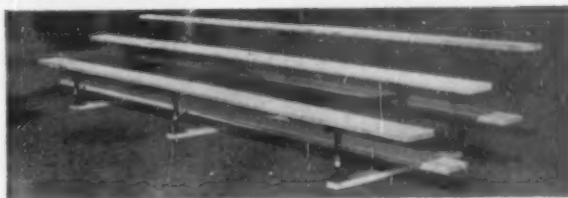
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• *Pep for Pepsters.* By Bruce A. Turvold. Pp. 95. Forest City, Iowa: Bruce Turvold. \$1. (A collection of skits and stunts for presentation at pep meetings and rallies.)

• *The Mounted Drill Team.* By John M. Henry. Pp. 161. Illustrated—photos and drawings. New York: A. S. Barnes and Co. \$3.75. (How to organize a mounted drill team and present successful drills.)

• *1954 Official NCAA Football Guide.* \$1. (Rules, sectional reviews, records, and schedules for college football.) Order from National Collegiate Athletic Bureau, Box 757, Grand Central Station, New York 17, N. Y.

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The New Decathlon

(Continued from page 18)

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Following are the 10 events comprising the Decathlon plus their methods of administration.

THE TEN EVENTS

SARGENT JUMP. Place participant directly under meter, attaching his headgear to meter by the small wire. Turn handle in control box to right (clockwise) until red light comes on. Have boy stand erect while setting machine for his height, and set dial hand at zero by pushing button in control box. Boy is now ready to jump. He leaps vertically as high as possible. He's allowed 10 jumps with no time limit. He may squat and sling arms for assistance, since no registration will be made until he returns to standing height. He must keep head and back straight without leaning forward. Aggregate of his 10 jumps will be registered on dial. This event develops and measures leg drive, and is especially good for basketball players.

CHINS. Participant is attached to meter wire by same light headgear worn in Sargent Jump. He stands on a box in order to reach horizontal bar. Operator sets dial hand at zero by pushing button. A buzzer indicates hand has returned to zero. *Caution:* Operator must be sure that handle has been turned to extreme left (counterclockwise) in all events except Sargent Jump.

Remove box, and have participant pull himself up as many times and as high as he pleases. He must not kick, and must let down until arms are straight. It's alright to make a part stroke if he starts with straight arms. His aggregate will be registered on meter dial. This exercise develops and measures bicep muscles.

RING PULL-UPS. With headgear attached to meter, participant stands on a box and grips rings. He pulls himself up and lets down until his arms are straight. Box is removed. He may make long strokes by extending upward movement as high as he pleases, and he may register a part pull-up provided he lets all way down. He must not kick. Ring pull-ups, rope climb, and chinning are sim-

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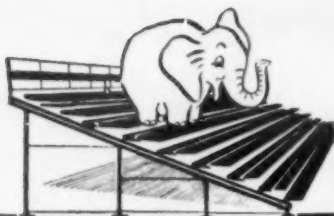
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ilar events, but not identical. Aggregate score is registered on dial.

ROPE CLIMB. Participant is attached to meter by headgear. Standing on a box, he grips rope with both hands above knot. When dial hand is zeroed, participant pulls himself up as high as he pleases. Box is removed. He must let down until arms are straight, as in chinning. He continues this up-and-down motion as long as he can. He may register a part stroke as in chinning, but must not kick. (We're experimenting with this event by allowing him to actually climb up and down the rope.) He must do all work without use of legs.

PARALLEL BAR DIPS. Parallel bars are lowered from chinning bar height by loosening two wing nuts and removing two insertion pieces. Operator must see that sargent adjuster is to left and that hand is on zero. Participant, with headgear attached to meter, grips parallel bars. He mounts with a leap until arms are straight. (He's given credit for this leap.) He dips until shoulders are below elbows, and continues as long as he can push up. He must not stop to rest at top position. Meter dial registers aggregate score. This exercise measures his triceps muscles.

FLOOR-DIPS. Subject is prone, under machine, which is connected to him by a belt around his chest. He pushes himself up as high and as many times as he can. He soon learns that good form pays off, since it gives him a longer chest stroke. He must keep moving and not rest at the top or bottom of his stroke. As in all events, aggregate score shows on meter dial.

BACK-ARCH (One Minute). Subject is in prone position with hands on hips or back, and meter attached to a belt around his chest. When operator is ready, he notifies timer. Another boy holds participant's feet to keep him from sliding. Participant raises head and chest as high and as fast as he can, for he's limited to one minute. He should be notified when time is half up so he can adjust his speed. One minute of speed gives him a good back workout. There's little chance to foul if he keeps his hands in position. His total score is recorded.

LEG-LIFT (One Minute). Subject is in supine position with feet under meter, which is attached to a foot halter. A bar is placed 20" above feet to limit stroke length, since very little work is done beyond 20". When timer says "go," he raises and lowers feet as fast as possible for one minute. If he touches bar or floor, it must be very light and he must not bend knees. If he fouls, he's penalized one foot for each foul. Notify him of foul immediately so he won't continue to make them, and notify him when time is half up. He should keep shoulders on floor and hands under head.

SCISSOR (One Minute). Participant is placed on his side in a straight line, with one arm under head. Other hand may be on floor for balance. Meter is attached to a foot harness on

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top foot. A bar is placed 20" above his foot, as in leg lift. When time is called, he raises and lowers top leg as fast as possible for one minute. If he hits bar or lower foot at all, it must be very light. He keeps knee, hip, and whole body in a straight line.

KNEE-BENDS (One Minute). With machine connected to participant by headgear, he does as many knee bends as he can in one minute. Must keep head and back straight and nearly perpendicular to the floor; must not lean forward. If he scores 100, a bell will ring to indicate limit of measure. Ignore bell and keep exercising, for machine will automatically return to zero and start over.

SIT-UPS (One Minute). Participant is placed in supine position with headgear connected to machine. He's placed so that he'll come directly under machine at one-half stroke, since he'll go beyond sitting position. Have him sit up and over until elbow touches leg. His feet must be held so he won't slide. Meter will score both his upward movements. Sit-ups and double leg-lift are almost the same exercises and can be alternately used.

METER'S ADVANTAGES

The advantages of the Decathlon Meter may be enumerated as follows:

1. Exercises which previously were drudgery can be converted into competitive games.
2. Since all the events are registered in feet or foot-pounds, it makes possible an aggregate score for many sports or a comparable score for different events.
3. Either endurance or speed tests can be administered accurately.
4. It encourages boys and girls to exert greater effort and to stress better form. Good form results in longer strokes and a better score.
5. All work is registered regardless of whether it is a whole or part of a stroke (as climbing, floor dips, etc.).
6. A boy's progress in endurance, stamina, and speed can easily be measured. It thus provides an excellent means of self-testing for boys who want to observe their progress from time to time.
7. Results are easily and quickly observed by the instructor, participant, and spectator.
8. The machine is easily operated by boys and girls of any age.
9. The mechanism is so adjustable as to exclude any registration in rising from a squat position to a perpendicular in the Sargent jump, but will register in rising from a squat position in knee bends, etc.
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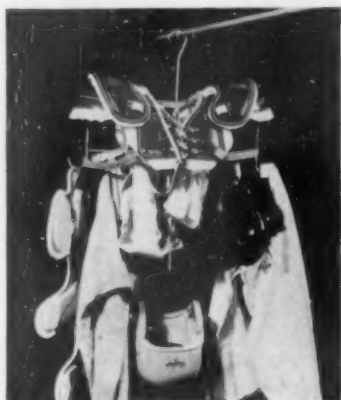
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Basketball Practice

(Continued from page 53)

WEDNESDAY: Morning

8:00—8:45: Chalk talk. Discuss pre-game warm-up drills and fundamental practice drills to be used at each practice. Give each player a copy of these warm-up drills.

WEDNESDAY: Afternoon

3:40—3:55: Dress for practice.

3:55—4:30: Shooting drills, dribble for lay-ups, jump shooting (Diags. 2-3).

4:30—4:45: Individual defense. Five minutes of basic footwork drill (Diag. 4). Ten minutes guarding dribbler.

4:45—5:00: Ball-handling and Passing Drills (Diags. 5-6). Three-man weave.

5:00—5:20: Three-lane passing and fast break drill.

5:20—5:35: Individual dribble practice, one ball to each man.

5:35—5:50: Three-man team games. Stress, passing, screening, and defensive play.

THURSDAY: Morning

8:00—8:45: Discuss pre-game warm-up drills. Explain offensive pattern—fast break procedure and set play pattern.

THURSDAY: Afternoon

3:40—4:00: Dress for practice. Wrap ankles if needed. Treat any other injuries or sore muscles. Individual warm-up.

4:00—4:15: Each player practices on weak points, coach giving instruction to individuals.

4:15—4:25: Set Shooting Drill (Diag. 3).

4:25—4:35: Speed Dribble Drill (Diag. 1).

4:35—4:50: Free throws. Footwork Drill (Diag. 4).

4:50—5:05: Two-man team drills. Stress individual offense and defense.

5:05—5:20: Control Dribble Drill (Diag. 7).

5:20—5:35: Passing Drill (Diag. 5), and Passing Drill with lay-up shooting.

5:35—5:50: Free throws. We do not insist on any specific style of shot, but do insist that they stick with shot of their choice.

5:50: Ten minutes of running, then shower.

FRIDAY: Morning

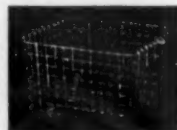
8:00—8:45: Continue discussion of offensive pattern.

FRIDAY: Afternoon

3:40—3:55: Dress for practice.

3:55—4:15: Pre-game warm-up drill.

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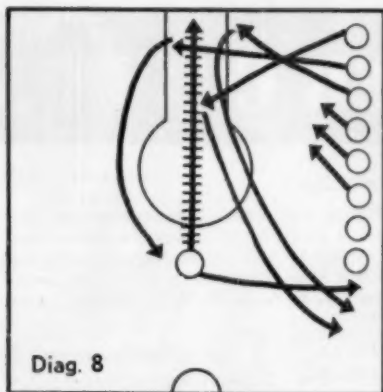
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4:15—4:30: Three-lane passing and ball-handling drill, excellent for developing fast break skills. Straight line and weaving procedure.

4:30—4:40: Short talk by coach. Explain agenda for second week of practice. Divide squad into varsity and junior varsity groups.

4:40: Scrimmage for remainder of period. A comprehensive chart should be kept of strong and weak points of each boy.

This completes the first week of practice. Plans should now be made for the second week, in the same detailed manner. Many new and more intricate drills can be added, and the coach should deviate from the plan only when some phase seems to need more practice time.

Practice sessions on the day before the game should be short, consisting of snappy ball-handling drills and free-throw shooting.

On the day of the game, the coach should give a chalk talk for the purpose of reviewing the game plan and should also review the scout report.

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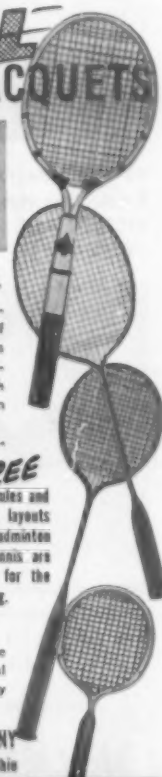
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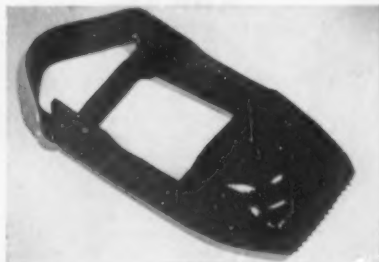
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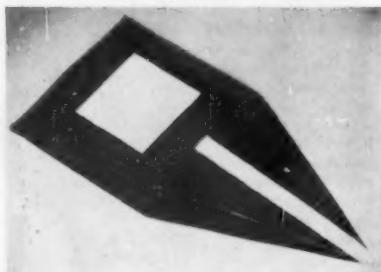
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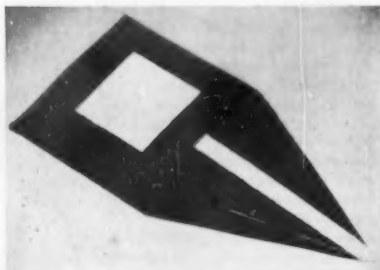
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designed for the holder as well as the kicker. The combination of a CUSHMAN KICKING TOE for the Kicker, and the "BOOTIN BEN" Tee for the holder, will



insure a greater total of points for any team. An average of 3,000 games are won or lost by 1 point annually. Coaches! Put these 2 extra players on the squad.

Available at your supplier.

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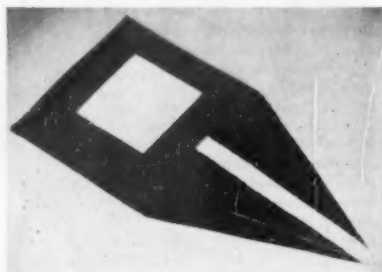
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Following are the new equipment items illustrated and described in this issue. Page numbers on which they may be found are indicated in the parentheses. For further information on any of these items, circle the respective key numbers on the business reply card below.

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Position _____											
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City _____ Zone _____ State _____											

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September 1954

CIRCLE CORRESPONDING



VITA-SAN?

Concentrated Foot Protection

VITA-SAN is an antiseptic, non-toxic sanitizing agent which inhibits and kills mold-fungi and bacterial growth commonly found in athletic footwear. It also eliminates foot odor — and advances foot hygiene and foot comfort. Non-irritating to the skin.

IS

New to Schools and Colleges of the U.S.A. — in fact, to the entire world of athletics — **but it is not new.** For more than ten years it has been tested in private and governmental laboratories, and its fungus preventive properties compared with all of the commonly used fungicides. *VITA-SAN* proved out to be “in a class by itself.”

VITA-SAN should be used as a spray around showers, lockers, swimming pools and gymnasiums. In the evaluation of organism responsible for athlete's foot infection, the contact time for complete inhibition on Sabouraud's Dextrose Agar Plates is less than one minute for *VITA-SAN*.

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IVORY SYSTEM, INC.

Peabody, Mass.

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